

# ATHLETIC

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Athletics in a Time of  
Reconstruction

John L. Griffith

The Evolution of Offensive  
Maneuvers

Dr. H. C. Carlson

Preparing the Team for the  
Tournament Season

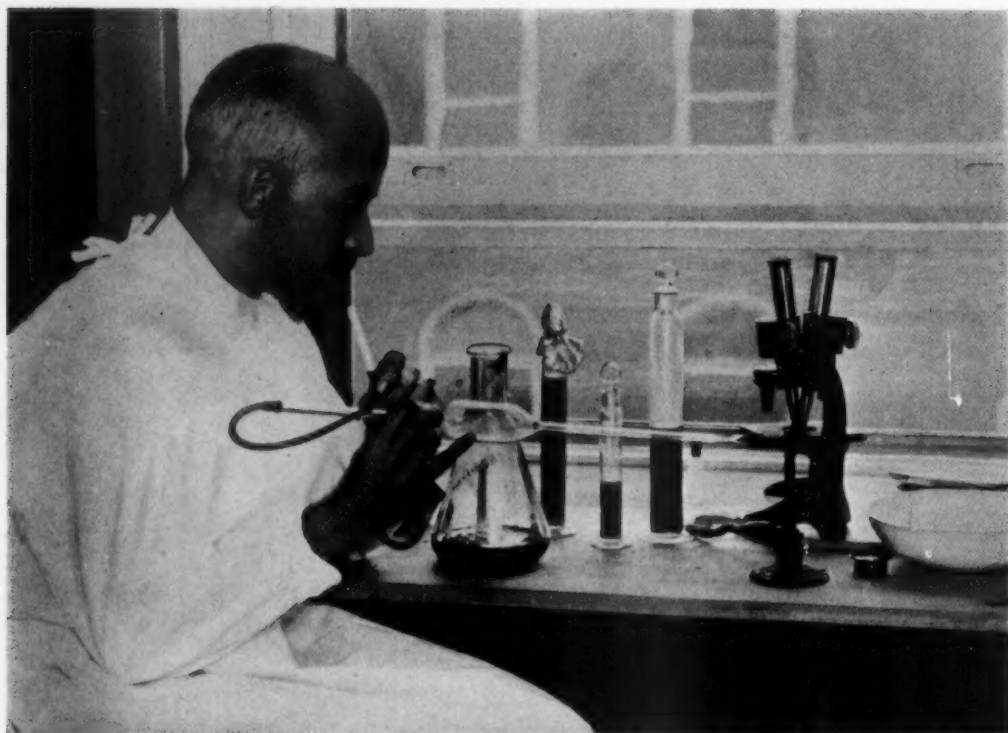
Norman A. Ziebell

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Winfield Warncke

# JOURNAL

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## HE WAS A SWELL LOOKING GUY *But—he couldn't take it*

He certainly looked like a prize fighter over there in his corner before the bell rang but, boy, he couldn't stand those body punches and about the middle of the third round he just passed out of the picture. Stamina, ability to take punishment and all those vital requisites were totally lacking. Pre-battle appearance didn't count for much after the fight began — Moral: It's performance that counts . . . .

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By John L. Griffith



## Athletics in a Time of Reconstruction

STEWART SHERMAN used to talk about enduring satisfactions. In one of his essays he listed certain things for which the American people spent their money and he then attempted to evaluate those things in terms of enduring satisfaction.

The time has come to face forward, not backward, in approaching our problems and in planning for the future. Yet we would be in error if we did not take cognizance of mistakes that have been made. Borrowing Sherman's approach, we may ask, Did the American people spend their money foolishly in the spending years? Perhaps they bought too abundantly of desirable things and in this were unwise. But, after all, did they go in debt for that which is useless? We think not.

For instance it has been estimated that in the last decade we spent fifty billions of dollars for transportation; that is, for highways, motor vehicles and other transportation vehicles and appurtenances of travel. Now, travel in itself is not to be condemned. Perhaps too much travel, as too much of any other good thing, may be undesirable.

The American people since the World War have spent several billion dollars for education. Probably 85 per cent of the farmer's taxes are local and not state or federal taxes. Of his local taxes, the bulk of the money that he pays to the tax collectors is for schools and roads. Consolidated schools are fine, and, in taxing himself to the end that the younger generation might receive a proper education under pleasant surroundings, the farmer un-

doubtedly has been overly ambitious. But who can say that it is foolish to build school houses?

Other billions have been spent for public utilities, larger office buildings, finer residences, bigger farms and increased industrial production. No one will deny the value of electric light and power. Suitable buildings both for business and residence purposes certainly are desirable. The farmer who owned a quarter section of land free from encumbrances in 1920 and who went into debt for another quarter section and today finds that the state has taken the half section for taxes may be criticized on the ground that he was greedy for land. But the ambition to own land, it must be confessed, is a laudable one.

The American people in the post-war decade spent a considerable amount of money for physical health and athletic facilities, and for programs that were intended to improve the health and morals of the people and to furnish wholesome amusement and recreation. It is with this phase of our study that we are most vitally concerned.

Whether or not too much money was expended for school and college physical health and athletic plants and programs, no one will deny that the proper kind and the proper amount of play and recreation have their contribution to make to a healthy public life.

In considering, then, the future of school and college athletics and school and college health and recreative programs, we must examine the kind of enterprise, program or activity that will guarantee the

greatest good for the greatest number.

Since there may be different concepts of good, it is well to be specific. The majority will probably agree that better health may be considered as an objective of general education and of physical education as well. In the future, perhaps we should give more careful thought to this phase of the question than we formerly were wont to give.

Already the trend is along the line of giving more attention to the physical welfare and health of the schoolboy and college athlete. The Football Rules Committee made changes in the playing rules last year that were made solely with the interests of the players in mind. Different groups are today studying the effect on the players of participation in different sports. Perhaps some high school basketball schedules are too long. Undoubtedly some institutions have failed to see that candidates for teams were given proper physical examinations as a prerequisite to playing, and proper medical attention in the event of injuries. Some coaches have left boys in the game when they should have removed them for the good of the boys themselves, and some coaches have played boys who have not been in fit condition to play.

The mistakes, however, that have been made from the standpoint of the health interest of the players have been mistakes in administration and are not to be considered as inherent in the system. If this point of view is tenable, then it is clear that as we go about the task of making a healthier and more virile race of citizens in this country by and through the educa-



tional departments of health and athletics, we must continually strive to keep the interests of the players uppermost in our minds.

Athletics and kindred physical education activities may be utilized as a means of improving the ethical character of those whom we would educate. Improving ethical character is listed as an educational objective by the National Education Association. We may likewise list it as an athletic objective. How may the character of the boy player be improved in connection with his athletic games and training? The coach may help a boy in so many ways in the matter of developing and strengthening his moral fibre and stamina that it is difficult to list even a small proportion. This matter has been discussed so many times that it seems unnecessary to elaborate upon it at this time. May we not agree at this point that in general it is better to teach a boy to play fairly, to be courteous to his opponents and the officials, to win graciously and not to whine when he loses than it is to teach him to cheat, to be a mucker and to ignore the rules and the niceties of competition?

If we can accept this premise, then we might agree that an educational institution may have the kind of athletics that it wants to have. If a high school principal or a college president, lacking moral courage to hire the right kind of coaches and to insist on the right kind of athletics, blames athletics for his troubles, we may in the future expect to see the blame placed where it rightfully belongs. Further, we will not be disposed to sympathize with the coach who, having alibied his defeats or having mistreated his players, asks to be excused on the grounds that

he was under a strain and that his job was at stake.

In the new era, the school and college executives and coaches who hold their jobs to be more sacred than their obligations to the students will be singled out as unworthy to hold their jobs. If a coach has the educational viewpoint concerning athletics, is a good instructor and serves well the interests of his men and his institution, he is entitled to support from his board of trustees, president and faculty, even though he may have lost a few games. This writer has never known of a case in which a college or university faculty has unitedly arisen to the defense of a coach when others have demanded that he be crucified because he did not win all of his games. We heard recently of a coach who was blamed by the president of his institution because he refused to play an injured man.

In this period of reconstruction, we have the opportunity of directing the thought of our people to the good that is being done by the various educational institutions in connection with the athletic programs. In the past, to a large extent, athletics have been treated negatively. Educators seemingly agree that it is better to tell the child what to do rather than what not to do. They have not accorded the same treatment to school and college athletics. If an athletic administrator honestly tries to serve the best interests of his students and the institution that he represents, it stands to reason that he will not follow practices that educators generally condemn. Some athletic men, however, have never been told what they were expected to do, but only that which they were expected not to do. If a coach or an

administrator believes in the finest kind of athletics and in what is compatible with the finest athletic life, such a man must disbelieve in what is incompatible with the best.

In conclusion, we may say that what we need most to acquire is an educational point of view concerning school and college athletics. Formerly, it was quite generally believed that only men who were engaged in teaching Latin, chemistry, law or other academic subjects could really understand the place athletics should occupy in education. This theory was predicated on the assumption that no man who is engaged in administering athletics can possibly believe in the things that he is expected to teach and stand for. As we reconstruct college athletics, we may with profit discard that belief, substituting therefor the principle that only men who have the educational point of view concerning athletics shall be employed by educational institutions. The positions of these men should be dignified, and their work given the recognition it deserves.

President C. R. Richards of Lehigh University has recently stated that "Lehigh recognizes athletics as a full-fledged division of the academic structure of the university." He has announced a new plan which abolishes the board in control of athletics, comprising representatives of faculty, students and alumni, together with the graduate manager of athletics. Instead of this board Lehigh will create a new division of athletics and physical education, with a head of the department vested with full faculty rank and reporting directly to the President and the Board of Trustees.

## The Evolution of Offensive Maneuvers

By Dr. H. C. Carlson

Head Basketball Coach, University of Pittsburgh

ON the offensive, a man may shoot from a distance or close to the basket. From a distance, the player may dribble close to the basket or pass to a team mate beneath the basket. Passing to a team mate beneath the basket is teamwork.

In the evolution of offensive maneuvers, a player first must play as an individual. The next step is the pass to a team mate beneath the basket. Further along in this work of two men, the receiver may come away from the basket to receive the pass. The passer then cuts directly toward the basket for a return pass. This maneuver is variously known as the two-man triangle, the one-two play, the pass and return, and in some parts of the country it is known as the shuttle play. All the possibilities of two men working together may give a wonderfully efficient offensive. However, in the evolution of the game, defenses soon made it necessary to incor-

porate three men, then four men and now five men in the offensive.

The receiver must know where he is to go to receive a pass. The passer must know where to go after he makes a pass. There are two possible combinations. The receiver may cut in front of the passer toward the basket and thus make the passer go behind the receiver. The second combination is the reverse of the first. The receiver goes behind the passer, and naturally the passer goes in front of the receiver. Either one of these methods may include three-, four- or five-man combinations. The desired end result is a pass to a man in good position to shoot. This is the objective in any play.

Defenses cause different kinds of offenses. Against a man-for-man defense, both the offensive men and the ball should be kept in motion. Against a zone defense it is not necessary to move the

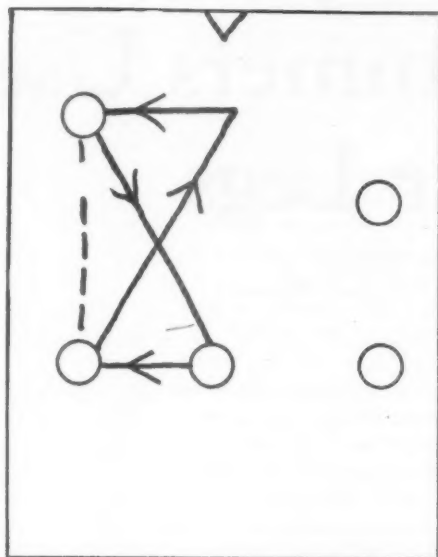
men so much, but the ball should be moved more. Whether or not this is called a system, any mode of action is system, orderly and prearranged, or spontaneous.

The new rules put a premium on continuity of action. If one play will not work, the action may continue into a second or third possibility. In order to get this continuity of action, the players must learn where to go. It is fundamental in offenses to have the men spread out. After these factors are established, the plays may be incorporated into the action.

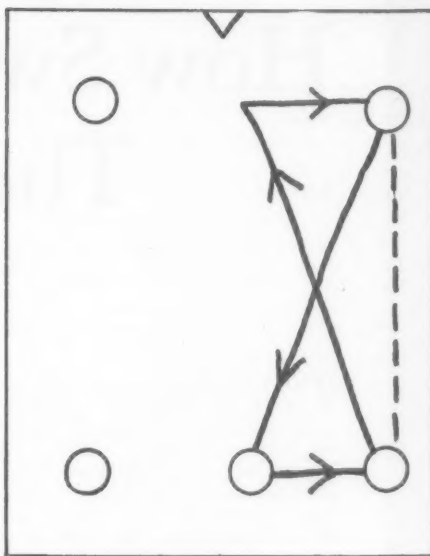
In order to facilitate the teaching of the now well known figure 8 continuity, we use the combination of three men. These men may go across the floor near the basket or near the midline. They may travel along the sides of the floor, or they may travel diagonally. The diagrams indicate the course of travel. The plays should be apparent. (See page 7)



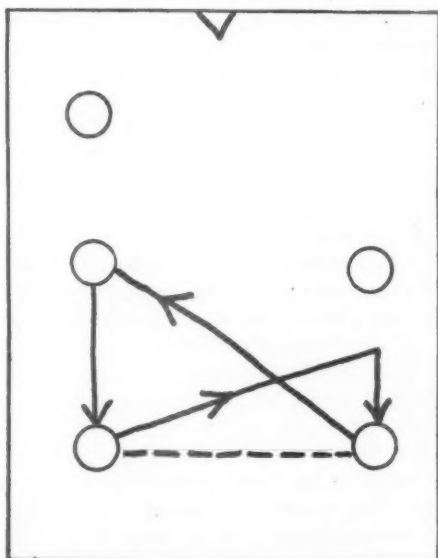
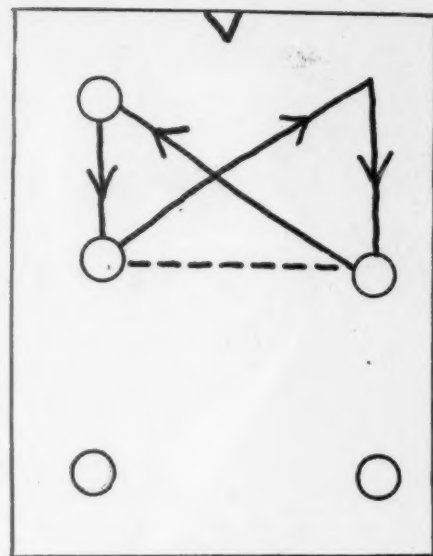
# The Figure 8 Offensive



*Three Men on the Sides*

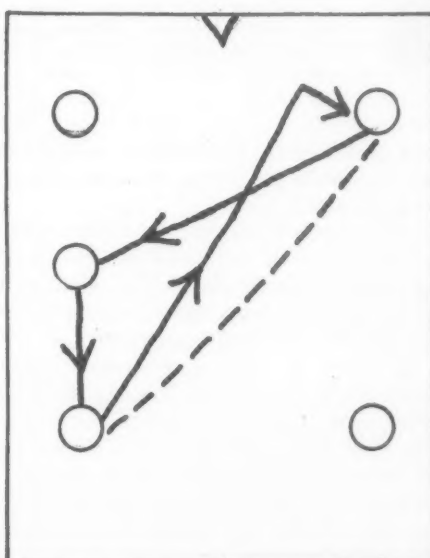


*Under Basket*

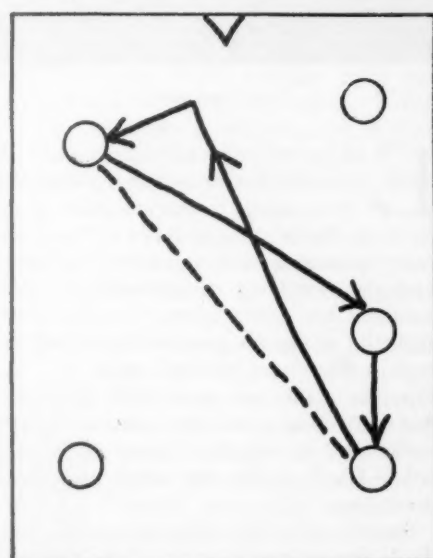


*(Above) Near Midcourt*

*(Below) Five Men*



*Three Men Diagonally*



The solid lines in the diagrams represent the course of the players. The path of the ball is represented by broken lines. The solid lines present the figure 8 and simple continuity as the ball travels along the broken lines. The variations of continuity are the plays. Any time the ball is returned to the passer, a two-man offensive is established, if the receiver is going to the basket. The cutter may be a second return in the same series. Each addition adds to the complexity. Basketball plays are more easily executed than described.

As a team plays, it grasps new opportunities. It is easier to build a system than to copy one.



Tom Robinson

# How Swimmers Use Their Legs

By Tom Robinson

Swimming Coach, Northwestern University

**TOM ROBINSON** has been developing champion swimmers at Northwestern University, Evanston, Illinois, since 1910. He turned out his last of many championship teams in 1930. In that year, the Purple squad won both the Intercollegiate (Big Ten) Conference and the National titles. Among the individual stars who have competed on Robinson's teams is Al Schwartz, the only American to place in the 100-meter event at the 1932 Olympics. Schwartz was beaten only by two Japanese swimmers.

EVER since the Olympic games at Los Angeles last summer, there has been much discussion concerning the remarkable performances of the Japanese swimmers who virtually ran away with the swimming championships. This comment has taken various trends. Frequently I encounter persons who ask me to explain the "new stroke" used by the Japanese. Let me state here and now that the Japanese did not introduce a new stroke at Los Angeles. Later on in this article I will explain this much misunderstood idea.

Shortly after the Olympic games, Dr. W. A. Evans, health editor of the *Chicago Tribune*, raised some interesting points concerning the use of the legs in swimming. He suggested that swimmers could improve their speed by a change of leg action. The doctor pointed out that if some way could be devised to hold the legs out of the water as they are drawn up, and then submerge them as they kick backward, the brake action or drag resulting from drawing the legs up would be eliminated.

The coaching experts who have developed our American champions are in accord as to the use of the legs in the different strokes, and in this article I want to point out that brake action is practically removed from the American crawl when it is done properly. The action of this stroke, when done properly, is like the movement of a fish's tail, except that instead of being lateral it is vertical. We know that each movement of the legs in the changing positions up and down forces the water down and back, and up

and back, thus maintaining a positive action against the water, ever pushing the body forward.

There is practically no brake action when this kick is maintained at body thickness, and side lashing is eliminated. Side lashing is the scissors as used in the side stroke and trudgeon stroke.

If there is any disagreement among the experts, it is in the use of the arms. The outstanding difference in the use of the arms is astonishing. One may learn to identify the better swimmers in a class of fifty men and women by the way they use their arms. The coach may teach all the swimmers the same way, but their action in this part of the crawl will never be exactly alike, whereas in the kick it will be very much alike.

I shall give a general outline, negative and positive, of an arm action. When the arm is leaving the water at the end of the downward, backward push or drive, it comes to the surface, hand on edge to avoid lifting any water upward. The hand is turned on edge by the use of the shoulder muscles, not by wrist or elbow. This shoulder movement is continued as the arm is being carried forward, so that the palm of the hand will be down, not back or up, throughout the forward movement. The shoulder muscles lift the arm high enough to clear the water. This is necessary to avoid brake action in the forward movement. The bend at the elbow should not be greater than a right angle. The hand, in passing the head, will curve inward and downward, driving toward the water to the point of the catch for the downward, backward push or drive.

A common error is for the swimmer to stretch the arm out in front of the shoulder to a horizontal position, and to press downward to the point of the actual catch. The grip against the water is with the hand, slightly cupped, and with the forearm; these are the paddle. The upper arm, from elbow to shoulder, is the handle. The big muscles in the shoulder and around it are the power unit.

The downward, backward movement should be an even, steady action, holding to as straight a line as possible. The movement of arms and legs should be constant. Breathing in through the mouth as the face turns out, and breathing out through the nose as the face turns down, should in no way interfere with arm or leg movement. A good even keel should be maintained at all speeds. The face should never turn lower than the eyebrows. Breathing should never be interrupted; the swimmer must either be inhaling or exhaling constantly. The exception would be in the dive and in the turn.

So far, the only brake action is the resistance of the body passing through and over the water. No angles, such as side lash movements, have been used. We are, therefore, getting the least possible resistance to forward movement, plus the greatest possible power, fishwise and humanwise.

As I have already stated, the leg movement is constant; the upward kick pushes the body forward. So nothing would be gained by getting the leg up in the non-resisting air above the surface.

Let me cite marine engineering as an example. In speed boats, large and small, the propeller must be kept under water to get maximum power. The same is true of the human using the crawl kick, or in a fish using his tail. The side-wheeler is represented in human arm action. We are at present using all the leverage it is possible for a human being to employ.

Doctor Evans cites Jamison Handy and his legless crawl as an example. Only one other swimmer ever used this stroke effectively; a boy named Fred Tracy, of Evanston, Illinois, used it successfully in 1906, 1907 and 1908. Handy and Tracy both used a slight swinging motion from

the hips. They had very fine slender legs and big powerful upper arms and shoulders. Dr. E. P. Swatak of Chicago and Bud Goodwin of New York during those years used the old English trudgeon. C. M. Daniels of New York was using a regular six-beat crawl for all distances as early as 1904. He really was the pioneer of our present American crawl.

Now, a word about the net results of the leg action. Dr. Evans suggests that when the leg drag effect is subtracted from the leg stroke there remains little leg propulsive action as a net. This is an error which I will endeavor to correct. The left lateral motion of a fish's tail will produce, let us say, five pounds pressure, the same being true of the right lateral motion. This gives us a net of ten pounds pressure; not zero. The leg movement of a human is not so perfect as the tail movement of a fish. This is granted, but, as long as the pressure remains constant, surely one cannot say that the net result is zero.

At Springfield Y. M. C. A. College in 1930, a scale was devised which proved exactly what I have stated. The head fitted into a round disk attached to scale beams, and swimmers could test both leg and arm power, either separately or together. Even the poor swimmers could register positive leg power.

The victory of the Japanese in the men's Olympic swimming events was somewhat of a shock to the American public. The Japs were victors in the 100-meter crawl; also second and fifth. They took first in the 800-meter team event. They placed third, fourth and fifth in the 400-meter crawl event; first, second and fifth in the 200-meter breast stroke event; first, second and third in the 100-meter back stroke event; first and second in the 1500-meter crawl event.

In fancy diving and water polo, the Japanese did not place. From the fact set forth in their winning the men's Olympic swimming events, it is seen at once that they excelled in all strokes, crawl, back crawl and breast stroke, not in just a so-called new Japanese crawl stroke.

First of all, let us not labor under any false illusions that this supremacy was brought about overnight. The Japanese, per capita, have always had more swimmers than the United States. It is almost a sin for a Japanese boy not to know how to swim. In 1900, not more than 10 per cent of the people of America knew how to swim. The year 1930 saw a fine improvement of about 40 per cent. The only leadership we had in America was promoted by the Y. M. C. A. Then clubs, colleges and high schools took up swimming. We must do what the Japanese are and have been doing for years: build swimming pools so that our grade schools may require every boy and girl to learn how to swim. Japan has a better general climate for all-year swimming purposes

out-of-doors, but we can do nothing about that.

In 1908 the Japanese had only a few private swimming pools. By 1930 they had built over 500 fine new pools. Many of these pools are 50 meters long. By comparison, we have only a very few. Since 1908 the Japanese government has taken literally miles of moving pictures of the world's fastest swimmers. With speeded up cameras, Japanese officials have shown motion pictures of Weissmuller, Borg, Carlton, Duke Kahanamoku, Ross, Zorilla, the Kealoha brothers, Kojac, Skelton, Radamacker and many others. They have made a study of all these champions in person; they have had many of them as guests touring Japan, giving exhibitions. In this way, they have stirred up the instinct of these immature youngsters and trained them in what they have decided upon as the best form for a stocky, sturdy, type as presented in the athletic Japanese boy and girl.

The ages of the Japanese winners were seventeen for Miyazaki, 100-meter champion; and fourteen for Takemura, 1500-meter winner. The winner in the breast stroke, Tsuruta, was the only veteran on the team. He was also winner in the 1928 games at Amsterdam. The other winners and placers ranged between fourteen and seventeen years. It is thus seen that the Japanese mature much sooner than do our American boys. Again we are in need of grade school training to offset this apparent advantage.

Now about the idea that the Japanese have an altogether new crawl stroke; this is not true. They have a highly

stepped-up stroke and are able to maintain this because of their medium size and relaxed youthfulness. They had at least one fine example of a speeded-up arm stroke in Arne Borg, the famous Swedish star, who used this stroke for any distance from 100 yards to a mile. In the short pool, 60-feet, Borg used nine full strokes. Weissmuller used only six; Ross six; Brey, six; Howell, six; McGillivray, seven; Huszagh, eight; Hebner, six; Daniels, six; Hamel, nine and ten; Tracy, nine and ten; Schwartz, six; Sampson, six; Wilcox, seven; and Highland, six. Borg worked at least twice as much as any of our American swimmers. Borg had the stamina to last and he kept a marvelous pace for all distances. Anyone who watches closely will see the speeded-up arm action of Arne Borg in the Jap style. The Japanese hold the head like Johnnie Weissmuller and use the same body streamlines and kick as Johnnie.

Now, let's see how the Japanese differ from other nations. They start younger; they are kept everlastingly at it without fear of burning out; and they use a highly stepped-up stroke, regardless of whether it is crawl, back stroke or breast stroke. Let's compare their average with our average in strokes per tank length. Weissmuller and other Americans in a 60-foot pool: push-out 6 strokes, 36 leg beats and 6 breaths. Miyasaki and other Japanese in a 60-foot pool: push-out, 9 or 10 strokes, 54 to 60 leg beats and 9 or 10 breaths. The average Japanese swimmer rides higher because of this stepped-up stroke.

This stepped-up condition in all their strokes has made the Japs what they are today; this plus the additional work they are required to do and seem to be able to stand up under, plus better swimming conditions, plus an earlier opportunity; and last, but not least, a national spirit to do for Japan.

The Europeans were champions, 1860 to 1880.

The English were champions, 1880 to 1890.

The Australians were champions, 1890 to 1904.

The Americans were champions, 1906 to 1931.

The Japanese were champions in 1932.

Who will be champion in 1936?

Finally, when the American Olympic Committee gets the idea of collecting its team on June 1st instead of August 1st, about a week before the games, we will at least have a fair chance to study our material and get the best out of the team in swimming, diving and water polo.



Albert Schwartz



# The Olympic Hurdles

By Larry N. Snyder  
Track Coach, Ohio State University

IT was Wednesday, August 3, 1932. Sixty-five thousand enthusiastic sports followers comfortably filled the classically beautiful and modernly appointed Olympic Stadium in colorful Los Angeles. The air moved lazily, carelessly—a land-warmed breeze off the cool Pacific. The flaming torch, atop the single column which surmounted the peristyle, burned with scarcely a waver.

Down in the hollow, the broad ribbon of black velvet that was the track stretched from the deepening shadows of the Western walls to the finish line with the satiny brilliance of a river beneath a tropic sun. The dark ribbon, barred now for 110 meters of its course with ten flights of hurdles three and one half feet high, suddenly became the most important thing in the lives of the six young men grouped at the starting line—and to every individual in the amphitheatre.

A white ulstered figure with yellow cap and glistening gun took his place. He was Hans Muller, Germany, the starter. He concentrated his every faculty on but one thought: a fair start. In lane one stood Percy Beard; tall, slender, the student type rather than the athlete; actually a professor at Alabama Polytechnic Institute, teaching other lads, but just now facing the greatest trial of his life; a man who had run 14.2 seconds over the high barriers at Lincoln the year before to a new world's record. Next to Beard stood Hans Welcher, a sturdily built German student from the University of Berlin, keyed to great heights by a national as well as a personal desire for supremacy. Alongside him stood Don Finlay, a member of the Royal Flying Corps, an army man upholding the tradition of British sports. In lane four stood George Saling from the University of Iowa; tall, with the power of a great quartermiler, determined, confident of his ability and sure of his technique.

In lane five was David, Lord Burghley, a member of the English Parliament, and a veteran of two previous Olympiads. While primarily a 400-meter hurdler, he had proved that he was one of the six best high hurdlers in the world by coming through two qualifying heats after two gruelling races in the longer barrier event. He was set for a great race. He was old enough and so wisely experienced that he was having the time of his life—and he showed it.

Then, Jack Keller! Nervous, never still an instant, this youngster in the race with more mature men could scarcely con-

trol his six feet three inches of slender structure. A junior at Ohio State University with two years of championship competition behind him, he felt that the task was so big, the responsibility so great, that habit alone held him at the starting line.

"Auf dem platze." Muller was speaking.

"Fertig." One figure, Keller, fell forward beyond the line, catching himself on his hands. Muller called the men up, spoke a warning to the offending competitor (one more false start would put him out of the race), then repeated his starting commands.

The gun cracked. Keller was the first man away from the start; the first man over the first hurdle, the second, the third, the fourth, with an ever widening gap separating him from his team mates, Beard and Saling, who raced well ahead of the others. He was on his way to what looked like a sure 14 flat record, or even better, when he stepped into the top bar of the fifth hurdle. As he staggered with head almost down to the track, Beard and Saling nearly closed the gap, but the blond Ohioan regained his stride. Still leading by a yard, he sat on the top bar of the ninth hurdle while Saling, Beard and finally Finlay rushed past him as though he were tied.

By his victory George Saling proved himself to be the most consistent hurdler of the year. His time of 14.6 seconds, while not equaling his preliminary heat time of 14.4, was a brilliant exhibition of running under great pressure on a track that, if anything, was too fast for the long legged types that have dominated the American hurdle events for the past five years. All three of the Americans hit hurdles during this race, but Saling fought his way through with the least difficulty. I use the word "fought" intentionally, because to me none of the three was hurdling in the form and with the easy relaxation that has marked their great races of the year.

Before attempting to analyze the forms used by this trio of American college men, let us take into account their physical proportions. Both Beard and Keller are over six feet three inches tall and both are at least twenty pounds underweight. Keller weighed only 153 pounds last season, and Beard was not more than ten pounds heavier, if that. Saling, on the other hand, is six feet one and one-half inches and weighs close to the 170 pound mark. He has the power to go through a flight of hurdles and hit some of them

with little or no effect on his speed. On the other hand, the hurdles do the hitting when the two slender lads come in contact with them, and the boys are more likely to go down than are the hurdles.

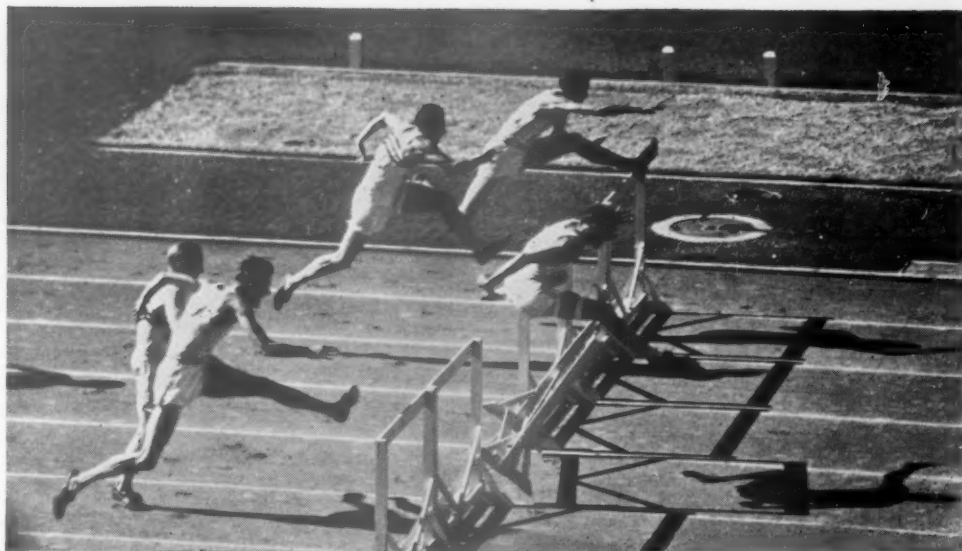
When the word "form" is used hereafter in this article, it will mean speed in getting over the hurdle and back into running position, rather than beauty or smoothness of execution. Form to me has always meant the perfection of timing, the co-ordination of arms, legs and body, the easy grace of a Thomson or a Guthrie. Now, however, whether it is the execution of the newer techniques by these lean and gangling lads that makes them look angular and jerky in their motions, or whether these movements are necessarily awkward looking movements that must be so executed to accomplish the result, remains in doubt. May we not hope that we are watching eccentric performers in the championship class right now and that smoothness will return, with even increasing speed.

Any coach of hurdlers will spend a large amount of time with his boys trying to develop an arm action that will be an aid to clearing the barrier, rather than a hindrance. We want the hurdler to carry straight over the hurdle. The arms should aid that movement. We want the hurdler's body low, parallel with the track if possible. The arms undoubtedly help to accomplish that. We want the arms in position for the first stride, and they will not be if they are too wide laterally. Take all these points and some others for granted. Then examine the arm action of the three best hurdlers in the country and you will find that they are totally different.

George Saling uses a pressing action with both hands in front of his body; a quick downward drive, then a lunge forward, both while he is in the air above the hurdle. His body is never low; he does not need to keep it low to be a champion. Beard carries his arms so low, with so little bend at the elbows and so short an action, that they cannot be of much aid in attaining any of the goals mentioned above. Yet, he attains them. His arm action is orthodox in that it is like normal running arm action, except that it is less powerful. Keller, on the other hand, can run equally well with both hands well forward, or with his right hand out beyond his left foot and his left hand back beside his left hip. Neither action, however, gains for him the body dip, or buck, or the straight flight over the hurdle that we would like him to attain.



The photograph at the right shows the final of the 110-meter hurdle event at the Xth Olympiad. Five of the six finalists are at the last hurdle. Saling is in the lead. Beard is the man in the far lane. Keller is the hurdler nearest the camera. Saling finished first, Beard second, Finlay of Great Britain third, and Keller fourth.



At the left is a photograph taken a fraction of a second after the one above and from a different angle. A close study of these two pictures reveals many details of hurdling form.

At the right is shown Joseph F. Healey of the United States team setting a new Olympic record in the third heat of the 400-meter hurdles. Healey's time was 52.2 seconds. Adelheim of France, second in this heat, is close behind and to Healey's right.



The point I am trying to make is that these boys are so tall, so supple in the crotch, so fast on the flat, that they can accomplish more with an imperfect form than the normal hurdle type of a few years ago could attain with perfection of every action. Earl Thomson had the physical attributes these boys have, but was in addition so well muscled that he had grace and beauty along with speed.

In addition to speed, size and flexibility of body and legs, these boys all have one thing in common—a fast snap back to the track. They get that front foot down closer to the hurdle than did the hurdlers a few years ago. They must do it, and they do do it; must, because of their longer strides that will carry them too close on to the next obstacle if they do not get down quickly. Beard always appears to be chopping his stride a bit between hurdles, even with his fast front leg snap. Keller always has to check some place near the middle of his race. Saling, two inches shorter than the other two, is apparently not affected. Keller and Saling both use the conventional eight strides to the first hurdle. Beard eats up the fifteen yards in seven strides.

What of the others in that final heat of the 110-meter hurdles? Take off Don Finlay's quarter-sleeve shirt, let him slip into any American college man's outfit, watch him take a hurdle and you would immediately pick him as one of our own hurdlers. He uses the technique known as the American—or is it the Canadian, or the South African? At any rate, it is the straight front leg style with a lunging drive at the hurdle, and a snap down to the track with the trailing leg ready to go forward for the next stride without waiting for the second section to come up. He uses his arms well and looks like a fine hurdler.

David, Lord Burghley, is a good high hurdler, but no more than that. A half dozen of our hurdlers who were not good enough to go to Palo Alto could win over him, and all of those who were there and did not qualify could have done it handily. As you well know, he is primarily a quarter-miler, and a good one. He has the power and speed that is needed for hurdling, but very few of the form attributes. He uses the English spread-eagle style with a slow rear leg and gets very little help from his arms. "Every inch an athlete"

would express the qualifications by which he gets where he does in the hurdles.

Hans Welcher, the German, has run 14.6 in Germany, although prior to the games his team mate, Wagner, was the outstanding representative of that nation. Welcher springs at his hurdle, takes it rather high and bends his front leg in too much for real speed hurdling. Wagner, in his one practice session at Los Angeles that I heard of, gave indication of being a real hurdler. Rather than working out himself, however, he preferred to travel about from one training camp to another, looking over the other boys at work. A handsome chap, with all the accouterments of a Beau Brummel, he would have made a striking Olympic Champion.

The only other high hurdler of note was the Finn, Bengt Sjostedt. He has records of 14.3, 14.4 and 14.5 seconds in Finland and seemed to be capable of fast time. In 1929 he defeated Dick Rockaway, Ohio State hurdler and N. C. A. A. Champion that year in the high hurdles, in 14.4 at Helsinki. His action over the hurdle is very similar to that of the best Americans with the exception of his arms, which at times get away from him laterally.

## California's New Gymnasium for Men

By Kenneth Priestley

UNIVERSITY of California athletic teams and physical education activities will be housed beginning this month in a new, modern gymnasium.

The building, erected at a cost of about one million dollars, is the third and final unit of an extensive development for athletics which also includes Edwards Track Stadium, completed in the spring of 1932;

and Edwards Baseball Field and the football fields, completed in the summer and fall of 1932.

Funds for construction were raised in

part through appropriation by the California State Legislature, in part by a bequest of some years' standing to the University, and the balance was made up by the Associated Students, sponsors of the University's program of intercollegiate athletics.

The new building's large central pavilion, which seats 7,500 spectators, will be the home court of California basketball teams, and the home arena for boxing and wrestling squads. The central pavilion is designed along lines similar to those of the famous Palaestra at the University of Pennsylvania, the chief point of similarity being the tiers of retractable bleachers on tracks beneath the higher tiers of permanent seats. This arrangement gives the pavilion either three parallel basketball courts (slightly shorter than the regulation court), or, when the movable bleachers are extended, one regulation court. The pavilion is air-conditioned.

Other facilities include boxing, wrestling and fencing rooms; two tiled outdoor pools, one for water polo and diving primarily, and the other for racing and instruction; a sun bathing and play area in connection with the pools; courts for squash racquets and handball; shower and locker rooms of adequate capacity; administrative offices and instruction rooms for the department of physical education. The foyer of the building is developed as a trophy room.



The Gymnasium from the Baseball Bleachers



The departments of military and naval science and tactics are also given space in the building.

One wing of the building is devoted to training quarters, electrotherapy and hydrotherapy rooms, equipment, drying and storage rooms, showers, lockers and office facilities for competitive sports.

The building, like other units of the plant, is shut off from the street by a high concrete wall which gives the entire development unity.

The basketball pavilion will probably be formally opened January 13 and 14 in connection with the first two games of the series between the University of California and the University of California, Southern Branch. California is defending champion of the Conference; these games open the Conference schedule.

Dr. Frank L. Kleeberger is chairman of the department of physical education for men at the University. The Associated Students' organization, entirely separated from the University administration, is headed by W. W. Monahan, Graduate Manager.

Intercollegiate sports which will benefit by use of the new building include football, track, baseball, tennis, varsity basketball, boxing, wrestling, 130- and 145-pound basketball, cross-country, fencing, gymnastics, soccer, swimming, water polo and handball. The Associated Students also sponsor rowing, golf and ice hockey, but these sports are provided with facilities away from the campus.

The University now has facilities which



*Interior of the Basketball Pavilion*

are believed to be adequate for the public interest in all sports which it sponsors. These facilities include California Memorial Stadium, for football, with a seating capacity of 79,403; Edwards Track Stadium, with a capacity of about 25,000;

Edwards Baseball Field, 5,000; and the basketball pavilion, 7,500. The boathouse for rowing is located six miles from the campus on the Oakland Estuary; there are innumerable vantage points along the shore for viewing races.

## Preparing the Team for the Tournament Season

### Learning from Tournament Play

*By Norman A. Ziebell*

*J. Sterling Morton High School, Cicero, Illinois*

**T**OURNAMENT play will tend to bring out the weakness and strength of a team more readily than games played during the regular season. The players will add to their experience to a far greater extent. The reason is quite obvious, for in a single tournament a team may play against three or four styles of offense and defense. At the same time, its own style of play may have to change to meet the play of opponents. Also, the general atmosphere attached to a tournament seems to stimulate the morale and confidence of a group of boys to such an extent that their play in succeeding games will be on a higher level.

Only a great team can win a major

tournament and that team must be favored with a few of the so-called good breaks. Of course, the common opinion



*Norman A. Ziebell*

is that a good team receives the breaks due to its good play, but there are other things needed to assist a team to the championship. The bracket in which a team is placed and also the order of the games in the bracket may be either an aid or a handicap. The hour the games are to be played should be considered, especially if the coach must return the players to the hotel or home town and at the same time attempt to scout a strong opponent that is to be played the following day.

It was stated above that only a great team can win a tournament. Few teams are sufficiently strong to be able to play one style of offense and defense through a major tournament and still come out victorious. The close observer will notice that teams change their style of play, although the change at the time may seem slight or insignificant. Only a good, intelligent team can change its style from day to day even though hours be spent in practice. In the regular season, the neces-

sary adjustments may be made during the weekly practice, but a team must enter tournaments prepared for all emergencies.

With regard to offense, it seems necessary that a team in any tournament be equipped with several styles of play in order to cope with the common defenses that usually are met. Most teams use the straight man-to-man defense; so the regular offense will be sufficient in these cases. However, occasionally an opponent will use a variation of the man-to-man defense or it may use a form of zone defense. Here the offense must be changed to meet the new situation, and occasionally the change must be made after the start of the game, for an opponent may unexpectedly change its style from the previous game. If the team is sufficiently experienced the odd defense used by the opponents will be noticed by the players and proper adjustment made, but if it lacks experience the information, naturally, must be transmitted by the coach through a substitute. If the players have previously practiced against the unusual formation they may be able to adjust themselves to it. But if they encounter an entirely new defense, the coach will find it is practically impossible to make any radical changes in the style of play.

In general, a team should be fortified against at least a regular man-to-man and a zone defense. If it can meet these two situations, variations of the two defenses may be overcome with little difficulty.

Unless a team is well equipped with reserves, it often is not advisable to use too many fast-breaks in a tournament. However, fast-breaks must be used at times in order to keep the defense guessing and your own team alert for scoring opportunities. A team may play a deliberate game this year in spite of the ten second rule. Usually five seconds are sufficient to bring the ball over the center line. So there is no necessity for using fast-breaks continually.

Since it is necessary for a team to be able to change its offensive and defensive tactics instantly in tournaments, it is advisable that much time be spent previously in rehearsing situations that may arise. A high school team cannot make radical changes in its play without previous drill.

As far as defenses are concerned, the coach should select a certain type which will serve as the basic defense. Most of the time spent in practice sessions should be utilized in perfecting this defense, but at least one other widely different defense should be learned thoroughly enough so that either may be used when the opportunity presents itself.

In selecting the basic defense, the coach should be guided by the styles of play used by opponents. After each team is analyzed the coach should select the defense that will most easily cope with the majority of the offenses to be encoun-

tered. Then one or two special defenses, with slight variations of the basic defense, should be practiced.

The pivot or post play still appears to be a favorite, so a defense should be practiced to meet such a situation. Various styles have been successful against the pivot play; these depend upon the type of players the coach has on his team. Sometimes a straight man-to-man defense is successful, but this requires an exceptionally good man covering the pivot man. Other coaches use a zone, while still others have the weak side forward drop back so that the pivot man is covered from the front and rear.

The coach is fortunate who has as many as three reliable reserves who may be inserted in the line-up at propitious moments. This matter of substituting is very important in tournaments, for even though the players may be in perfect physical condition it is highly desirable



*Chester Freeman*

to get them out of the game as soon as possible. However, one must remember that the game being played is the one that counts, for the remaining games are of interest only to the victors. For that reason, discretion must be used in making substitutions. Often, when players are reinserted in the game after the opponents have cut down the lead, it is difficult for them again to get started, and many a game has been lost on that account. The best method of making substitutions is to send them in one by one instead of inserting two or more players at one time. One new player can become adjusted more quickly than two or more.

It is hardly necessary to state that a team must be in perfect physical condition to withstand a tournament. If the players are properly handled, no ill effects will be noticed even though the tournament lasts a week and the competition

be ever so keen. In the four tournaments we won last season, not one of the players lost weight, and some gained a few pounds.

Proper food and rest are absolutely essential during the week of a tournament. On the whole, allow the players to eat the kind of food they would eat at home, but regulate the time of the meals and the amounts eaten. Here again discretion must be used, for all the members of the team should not have the same amount of food.

At the state tournament last spring, we had breakfast at nine o'clock, and the boys were at liberty to order practically anything listed on the menu. We ate our dinner at twelve o'clock, and here the boys had a choice of lamb chops or steak with a baked potato, several slices of toast, fruit salad, certain vegetables, milk and either plain cake or ice cream for dessert. The evening meal we ate three hours before the game, and the players were allowed from one to three pieces of toast with a poached or soft, scrambled egg and weak tea. After the game the boys were given one or two sandwiches, milk and ice cream for dessert. None of the boys complained of being hungry, and at the same time every one seemed to be rounding into better physical condition as the tournament progressed.

After breakfast the players were allowed to do anything they preferred so long as they did not stay on their feet for too long a period. At eleven o'clock a meeting was held, during which we discussed our plans of attack and defense for the evening game. This meeting lasted until twelve o'clock when we had dinner. Cars were procured, and from one until two-thirty the players were taken to interesting points on the campus and vicinity. This was a pleasant way to spend a few hours that otherwise would have been difficult to pass.

By three o'clock the boys were asleep and were not awakened until four-forty-five, which gave them just sufficient time to get ready for lunch. After lunch a short walk was taken, and then the boys spent the remaining time in their rooms until they left for the gymnasium.

There is a wide divergence of opinion among coaches regarding the advisability of allowing a squad to view the games played by other teams and especially those played by the probable future opponents. No doubt the arguments pro and con are all sound, but a coach should be governed by the type of players on his squad. Some boys will derive many benefits by watching a future opponent. Others will tend to underestimate the strength of the opposition. Of course, it is suicide to allow the latter to watch these games, for though only one player may have a tendency to become overconfident he will quickly spread that spirit through the entire squad. Another type of player is represented by the boy who, after watching an opponent



play, develops an inferiority complex, which often is much more difficult to deal with than overconfidence.

Our squad last year was of the type that could be allowed to watch an opponent in a game, and on certain occasions that was done. Much good was derived, especially by the captain, whose defensive duty it was to cover the pivot men. This particular boy had the knack of diagnosing a pivot man's tactics, which made his work easier in the game.

The coach as well as the players may learn many things in a tournament, especially regarding the offense they are using. If it continues to function in spite of various defenses used by the opponents, the coach may be assured that the offense fits the boys.

One big problem the coach has to contend with in tournaments away from home is keeping the boys occupied during the day when only evening games are played. The boys should be kept off their feet as much as possible. So the coach must plan the day's schedule with that in mind. Another important item is keeping harmony among the players, especially if they are to be away from home during the tournament. Many things arise that may cause serious discontent if the coach is not alert to curb all differences before they become serious. The coach must also be on the alert for the enthusiastic fan, who means well but who can do considerable damage with his tournament dope and ideas on how the team cannot fail to win the championship.

A coach is in a much different situation from the usual classroom instructor. He attempts to teach his boys the fundamentals of a game. The team is then immediately tested before the public when the game is played. How different from the classroom teacher whose results are seldom known outside the immediate class!

In going to a tournament away from home, a boy learns things that he cannot possibly learn in school. How many of our tournament players would be able to see a new section of the state, learn to live in a hotel and remain on good social terms with those with whom he comes in contact, if the school did not give them the opportunity? Many modern homes fail to fulfill all of their duties, and a tournament is a good substitute.

## "Pointing" for the Tournament

By Chester Freeman

Fort Lauderdale, Florida, High School

IT is not the way you begin your basketball season, but the way you end it that counts. A team may win nearly all of its early season games, but if it loses the last few the general impression is that it has had a poor season. Another team may begin by losing a few games, but end

strong, and the impression is the opposite.

Nearly every high school team ends its season by playing in some kind of tournament. It is a good policy to keep the tournament games uppermost in mind and to work toward them as a definite goal. A nice thing about a tournament is that you may enter it with a clean slate, and on equal terms with the other teams.

Bringing a team along too fast is something to fight against. A great many coaches rush their teams along during the regular season and have their boys going at top pace, winning a large number of games, only to have them fall down at tournament time. It is always best to play with the spirit to win, but a team cannot go at top speed all of the time. One way to bring a team along slowly, but surely, is to cut down on the time spent in practice. At the beginning of the season two hours of work is plenty. After the practice sessions have become well organized, the coach should cut the time down to an hour, utilizing every minute, by preparing before practice for the work to be done.

Every game played during the season will bring out apparent weaknesses of individual players as well as weaknesses of the team. These should be corrected as soon as possible. Each player should be schooled to the extent of his abilities in all the phases of the game: passing, catching, pivoting, guarding, dribbling and clever handling of the ball. He should spend the most of his time on the phase of the game in which he is weakest.

The coach should have some system of offense. If he chooses a set, slow offense, it is best to have some form of fast-break along with it, and vice versa. The type of offense chosen should be able to cope with the varying types of defense the opponents will set up. It is not a good policy to try to teach two types of set offense: one to meet a zone defense and one to meet a man-for-man defense. The offense used should be able to work against both

types with very few changes. It should have the proper offensive and defensive balance. It should allow sufficient spacing of players to keep them from bunching up on the floor. It should have continuity in moving and in keeping possession of the ball.

Trying to work out too many plays will prove a hindrance. When tournament time arrives, the team should have been brought up to its peak. The work of the coach, as far as coaching and teaching are concerned, is finished. At that time he is more in the category of a trainer. There are several things that take teams through a tournament to a championship and these are (1) energy, (2) fighting spirit and (3) confidence, coupled with a desire to win.

1—A team must have energy to carry it through the hard games. How to conserve this energy is a problem for the coach. Using substitutes to start an easy game, with the idea of conserving the energy of the regular players for the next or hardest games, is usually a mistake. Good teams have been beaten because the opponents have piled up a score on the substitutes. Often, when the regulars are at last sent into the game they try too hard and are not at their best. A number of teams lose out in tournaments because they seem to think they are in the finals before they have played the previous rounds. Each game should be played as it comes. The coach should start the strongest men and win the game first; then do the substituting.

2—A team that possesses the fighting spirit often will defeat a better all-around team that may be better coached, but which lacks that fighting spirit.

3—Teams that possess confidence, along with a desire to win, are hard to beat.

## Building for the Tournament

By Winfield A. Warncke  
New Castle, Delaware, High School

MOST of our states during the past few years have held interscholastic tournaments by which the state championship team is determined.

Many of these tournaments have been so arranged that after a team reaches the elimination games it is required to play two and three and sometimes four games a week. Basketball is so strenuous a game that this schedule is difficult, especially for young, growing high school boys. Therefore, the first duties of the coach taking a team into a tournament should be to see that all players are in perfect physical condition. His second duty is to try to have the schedule so arranged as not to overtax his team physically, but this cannot always be done.

Physical condition is a great factor and

(Continued on page 47)



Winfield A. Warncke

*James K. Harper,  
High School,  
Thomasville,  
Georgia*



# Helps and FOOTBALL and

*by Prominent Southern and South-*

## Basketball for All

*By L. Jack Smith*

*Ocala, Florida, High School*

**B**ASKETBALL is gaining popularity in our high school because we are making it possible for every boy enrolled in school to participate in actual games under competent officials. It is hard to give individual attention to everyone in our large physical education classes, which meet for only three forty-five minute periods a week, but we have worked out a plan that is popular with every student.

The State Department of Education requires three periods a week in physical and health education with one-third of the time devoted to the health program. We spend two of the three periods a week in teaching and discussing the fundamentals and rules of the major sports. After these are well grounded, everyone takes part in games appropriate to the season. The health education period is successfully utilized with a discussion of health problems, training rules, athletic injuries and practical methods of first aid. With a knowledge of some of these everyday problems, boys have demonstrated their skill in caring for ordinary cases that arise in their homes and around school.

In the various age and weight divisions, we have all types of class games and tournaments. These are played after school hours. Boys in these divisions may have access to the gymnasium two afternoons a week and on Saturday mornings. Saturday morning periods are devoted to the junior high school teams. Games between these teams are matches within their grades and with the lowest grade in the senior high. No charges are made for any of these games. The coaching and the officiating are handled by the high school varsity squad. Being allowed to play seems to be a sufficient reward for playing, and that helps financially, for awards are usually costly. All groups go into these contests with a spirit that is a pleasure to witness. They enjoy playing just like the boys on the varsity team, and the benefits they derive are as important.

We use varsity squad members to do all of the officiating. The experience these boys derive has been very valuable to them in more ways than one. Captains are appointed for every team in each game. This plan gives every boy a chance to develop qualities other than the ability to play a game. For every varsity game there is always some kind of preliminary game. If we are not successful in scheduling with the second team of the opponent, we have either a preliminary game between our second and third teams, or a game between the classes, lightweights or heavyweights. At the varsity game a small charge is made to defray expenses of our trips.

By educating every boy in basketball and by teaching him the rules and fundamentals so that he is able to play, we help to increase the popularity of the game. These boys are the likely candidates for the future varsities and this valuable training will mean much to them and the coach. Schooled in the varsity system by the varsity squad and playing the game under good officials, these boys will be a great help to the coach in the future.

*C. S. Blackburn,  
High School,  
North Little Rock,  
Arkansas*



*W. C. White, Ram-  
say Technical High  
School, Birming-  
ham, Alabama*



*J. H. Pittard, High  
School, Gainesville,  
Georgia*



# Hints <sup>on</sup> Coaching

## BASKETBALL

### Eastern High School Coaches

Practically all of our sports are carried out according to this plan. It has developed many boys in all sports in respect to managerial ability, leadership, sportsmanship and all the other good things that are received from being connected with athletics. Every boy gets a chance to play all sports as well as to learn some form of exercise that is valuable as a carry-over for the future.

Our football receipts are sufficient to take care of the expenditures of the other sports, and we are able to proportion this sum so that it will go a long way. We buy necessary equipment for the sports that are played in physical education classes. We make practically all of our gymnasium apparatus and equip the playground with many homemade devices that have answered the purpose of expensive equipment.

We have six varsity sports including football, basketball, baseball, track, swimming and tennis. Teams in these sports meet teams from other schools, and, while the varsity teams are playing opponents, the other boys are getting some of the same training, although on a smaller scale. For the last several years our boys have all been making better grades and taking more interest in all of their school work as a result of this type of physical education program.

We use four boys as varsity managers in each sport. They are usually well trained through the experience they have had in acting as class managers or in performing in some official capacity of our physical education department. Except for an occasional check-up on the managers, the coach may spend most of his time coaching the teams. In a school our size we are able to hire only one coach for all athletics.

This type of organization has proved very successful in making sports popular, and at the same time it has allowed every boy to participate in games. The physical and health education program has also been very popular with the students, and many of them want to take more than one period a day. This shows that there must be something very attractive in our program. Every boy is either playing, managing, officiating or helping to carry out our physical education program in the grammar and junior high schools. We have never enjoyed a better spirit of co-operation and support than we have had since we have been using this plan.

### Basketball in a Military School

*By Major J. S. Burbage*

*Georgia Military Academy, College Park, Georgia*

**B**ASKETBALL coaches who are enabled to begin preliminary basketball practice in November and take two months of steady, thorough drill, then gradually build up to their league contests through games with easy set-ups, may be interested in the difficulties of basketball at the military prep school and attempts to solve the early-season problems.

Basketball in a military preparatory school is handicapped by the following factors:

Because of the military nature of the school, basketball practice must be held on regular program, with a time limit of about one and



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one-half hours each day. On some days practice cannot be held at all.

Playing material is limited. It is safe to say that 80 per cent of the basketball material of value plays football. It is held on the football field and off the basketball court until December 1st, and generally until December 8th or 9th.

The football material is naturally weary from its stiff schedule and cannot be crowded too rapidly in basketball, or it will immediately become stale and of no value.

Early and prolonged Christmas holidays last generally two and one-half to three weeks, during which time there is no possibility of team practice.

League and critical games begin one week after the holidays. These games cannot be postponed or avoided.

In a military prep school the majority of the squad graduates each June. If one or two regulars return, it is the normal percentage.

Boys from the East, Mid-West, West, South and Cuba all compete—each section differs radically in ideas about offense and defense.

Basketball in a military prep school is assisted by the following factors:

Some new, good men appear in school each year.

The military system develops a fine discipline for squad and student body. Questions of training so troublesome in high school and college are not present.

Following is the remedy that has been and is being applied. This places a strong, representative team on the floor in the short period, able to compete on even terms with other teams which have had the normal pre-season development.

A "B" varsity, composed of ten men, is developed during the preceding season. No graduating student is eligible for this squad. The team is equipped and coached, and plays a regular schedule under the critical eye of the head basketball coach.

Intramural basketball, beginning October 15th and ending December 1st, is strenuously promoted. Teams of Cubans, Yankees, Westerners, Floridians, Georgians, Alabamians and the like compete for the championship in a regular league schedule (not a tournament).

The week and one-half or two weeks of practice available in December are utilized to develop a selected group of about thirty men. Fundamentals can only be touched upon, but numerous scrimmages of short duration are held. Shifting combinations are used. Three or four practice games are played with groups from Atlanta. No varsity combination is stressed, but all men are gradually passed through the fire.

An assigned man-to-man defense is taught and severely stressed. Men are taught to guard by the few returned veterans. The defense is emphasized much more than the offense. Scoring in these

early games is due generally to breaks from the tip-off, or to rapid breaks after intercepting passes and after taking the ball off the defensive backboard.

The men are instructed to condition themselves thoroughly when they scatter to their homes. They are told that they will be scrimmaged the day they return to G. M. A. after the holidays.

All this combines to enable our school to throw upon the basketball court some six days after the holidays against a major opponent a team with an undeveloped but wildly spurting offense and a sturdy, responsible defense. Each man is acquainted with the speed, ability and some of the peculiarities of his opponent. The game is always very close.

Did you say, "You do not win many games"?

You are wrong. We always take our share.

## The Value of Spring Practice

By Tom Johnson

Male High School, Louisville, Kentucky

AS we glance over the past season, if it has been a successful one, we may attribute success to several factors, among them a well planned and a well conducted practice during the previous spring.

In my experience, I have found that, when we have had a good practice during the spring, invariably our fall season is very successful.

There are several people who object strenuously to holding football practice during the spring season. They offer as one of their objections that football is a fall sport and that during the spring such sports as baseball, track, tennis and golf should have full sway. I firmly believe spring football practice has a place in a high school athletic program.

Our experience has shown that the best time to conduct spring practice is during the month of March. A three weeks' period, beginning immediately after the close of the basketball season and closing the first week of April, leaves the baseball and track men plenty of opportunity to get in shape before the start of the regular outdoor games and meets. The weather, as a rule, is also in our favor, as it is not too warm. This time does not interfere with any of the other spring sports and it gives everyone in school who desires to come out for football the following fall an opportunity to attend spring sessions.

The coach has a splendid opportunity to size up his material. He also may work out a system of offense that will suit the material at hand. I believe it is more often true in high school than in college that the system must conform to the material. The coach cannot make the material conform to a set system. For instance,

with a star triple-threat variety of back, he will probably build an offense around this particular player, while, on the other hand, if he has four fair, running backs who are better than the average as blockers, he will, in all probability, decide on a different type of offense.

As a concrete illustration of the value of spring practice, I shall cite our experience of the past season. Last February, I decided to use a shifting offense consisting of both the backfield and line shift. I thought we had the players who could learn the shift with rhythm and precision. For various other reasons, it seemed advisable to use the shift. Several plays were planned and tried out with this shift during the spring period to determine their worth.

Beginning the first day, we spent considerable time in shifting. First of all, I took the line as a unit and explained all the details of shifting, with unbalanced line to the right or to the left, and also with balanced line. After a few days with the line, I brought the backs in, and the eleven men shifted as a unit. In about two weeks we had what we thought were two teams that had a well-grounded idea of what the shift was all about. The last week of practice we spent in inter-squad games.

With the beginning of the fall practice, about September 5, we immediately took up where we left off in the spring session. It was surprising how well the ideas of the spring session carried over. If it had not been for our practice of three weeks in the spring, I feel certain that we could not have started off with a shifting team during the fall, as too much time would have been taken up working on the shift. Valuable work on the fundamentals would have had to be overlooked.

I am a firm believer in spring football practice in high schools, if it is limited to a reasonable period and does not interfere with other sports during that season.

## Successful Compulsory Spring Practice

By Case Thomasson

Middlesboro, Kentucky, High School

WE believe that spring practice in football offers an unequalled opportunity both to teach fundamentals and to introduce the game to high school boys. It is assumed that if we can have the boys for a three or four week practice period we can do a large amount of constructive work. This assumption raises two problems; namely, getting the right boys to report and devising some method which will insure their regular attendance each day of the spring practice.

Several years ago I heard "Pop" Warner liken the football team unto an apple—when green it is growing, but when ripe it is rotten. This statement may be true in



colleges but will seldom apply to the growing high school boy. I have found that, generally speaking, the older the high school player is when he is first introduced to football the better he becomes. Age in high school seems to be a greater factor in physical efficiency than weight or height. For this reason, sophomores and especially juniors who have never played football are urged to report for a spring practice of three to four weeks' duration.

Once the boys are assembled on the field, the responsibility of the attendance is directed to the boys themselves. From then on spring practice is the boys' idea and not the coach's. A boy commanding the respect of all is appointed "judge." The entire squad becomes the "jury." "Court" is held the first ten minutes of each practice. Any boy who misses practice is summoned to appear before the judge and to give reason for his absence. Invariably, regardless of the validity of the excuse, the jury with one accord will shout "guilty."

No boy misses twice. His pride demands that he respect the group and not quit the squad.

## Between the Seasons

By W. C. White

Ramsay Technical High School, Birmingham, Ala.

**A**FTER the football season is over, the big question that confronts every football coach is "How am I going to keep the boys thinking along the right line between now and next season?" Almost every boy thinks right while on the practice field, several think right during the season but only a few think right between seasons.

Many boys change their ambitions so often during the off season that their football spirit has to be built anew each fall. Those who look forward to the next season, making every thought and action count, generally develop about fifty per cent faster when the season opens than the other boys who, during the off season, decide one week they will be ladies' men, the next musicians, the next orators, until finally the gridiron season rolls around and they decide again that football is their game. Thus they reach a good decision, but after much lost motion.

Like all football problems, there is no easy solution to this one, but the coach must be constantly on the lookout to keep the weak fellow in line. It is mostly a proposition of personal contact between coach and player. The sound thinking boys on the squad may also do a great deal toward helping to keep a unified off-season spirit.

The old idea of three months of hard training and nine months of careless living and thinking will not work today. It now takes twelve months of right living and right thinking to meet the competi-



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L. Jack Smith, High School, Ocala, Florida



Robert A. Cowan, High School, Fordyce, Arkansas

tion and survive. Most boys are willing to make this effort if the coach just puts it up to them in the right way.

## Quarterbacking the Forward Pass

By Robert A. Cowan  
Fordyce, Arkansas, High School

**T**HE forward pass, the most spectacular play of football and probably the greatest ground gainer, is very much misused. The system, the coach and the quarterback determine the use of the forward pass. The forward pass has been developed to a very high degree of efficiency in Southern high schools and particularly in Arkansas high schools.

It takes a great deal of time to develop a good forward passing attack, but there is no other offensive weapon of football feared like such an attack. A good passing attack, if properly applied, turns a mediocre running attack into a fine running game. To have a good passing attack one must have, first, a good passer, and if he can punt and run fairly well he is a highly prized jewel of the football coach; second, one must have capable receivers. These men may be developed as easily as other offensive players.

Most teams have fairly well developed passing attacks and could have better attacks, if coaches could only sell the attack to the boys. Players usually wait until the last half or maybe the last few minutes of the game before they start using the pass, and then it is too late to be of much use. The game is usually lost, and many times by a good sized score. Then the opposing team is set for the passing game and it fails to "click." So the boys lose confidence in the pass.

Many coaches and quarterbacks have the idea that a forward pass is too much of a chance play to try in the early part of the game or at any time when one has an offensive situation. Many prominent coaches write in their football books that the forward pass is a play to be used as a threat to open up the defense, and to be used on certain downs when other plays have failed to make necessary yardage. They declare that the best pass plays should be concealed until the second half, so that the other coach cannot tell his men how to break them up. They say not to pass in one's own territory.

I do not agree with them. I believe that the forward pass is a regular part of the offense and should be used as a regular ground gainer. I think that the pass may be used anywhere any other play may be used and on any down, if the opportunity is there. I do not think that one takes any more chance on the forward pass, if the boys have been coached correctly and sold on the idea that the pass is a regular offensive weapon, than one takes on any other offensive play when there is an offensive situation.

Too many quarterbacks tell the defense,

"We are going to pass on this down. You had better look out!" What do I mean by this? Simply this, they try an end run and probably a line play, and lack seven or eight yards for a first down. So they try a forward pass, which fails because the other team is looking for it. They won't pass in their own territory because they think they are taking too much chance. The other team knows that and breaks up their running plays. They never get into the so-called offensive zone to use their well developed passing attack.

I think the greatest chance a quarterback takes in passing in his own territory is that he will score a touchdown too quickly, put the ball in the offensive zone or disorganize the other team so badly that anything he tries will work for a touchdown. Why? Because the other team is not expecting the pass and will not be prepared to break it up. The unexpectedness of the pass increases the possibility of successful execution by from fifty to seventy-five per cent.

I tell my quarterback to go out and use plenty of passes in the first part of the game on any down and any place except in a punt situation. I tell my passer either to complete the pass, run with the ball or successfully ground the ball, and to be sure that the pass is not intercepted. I tell my receivers to "do their stuff," and after the pass is completed either to block off a man or to be in a position for a lateral. I tell my quarterback not to quit using the forward pass just because he has completed two or three for good gains, scored a touchdown or possibly had one or two intercepted, but to keep on passing as if nothing had happened until he has at least a two or three touchdown lead. Then he may be a little more conservative, if he has upset the defense so that his running game is clicking in good shape. I tell him always to remember that the passing game is still good. I tell my quarterback that if he uses a regular running play he may lose ground, gain no ground, gain a little ground, gain a fair amount of ground with the use of a down, or that he may lose the ball on a fumble. I tell him that if he uses the forward pass he will ordinarily lose no ground, that he may make lots of ground or possibly a touchdown, or that he may lose the ball by having the pass intercepted. Everything, I tell him, is in favor of the use of the forward pass.

This year in the Arkansas-Louisiana State University game, L. S. U. scored two touchdowns in the first three minutes of play by the use of the forward pass. Each pass gained approximately sixty yards for a touchdown. Both of these passes were thrown on the first down. L. S. U. won the game by the score of 14 to 0. Both touchdowns were scored on the same play from about the same spot on the field. Why did they go? Simply because Arkansas expected L. S. U. to play good

old orthodox football and to be sure to tell when ready to pass. L. S. U. was more conservative with the forward pass the rest of the game, but sandwiched in a few passes when Arkansas was not looking.

This year in the Arkansas-Rice Institute game, Rice completed two passes from its own 20-yard line on first down. These led directly to two touchdowns. Rice won the game by a score of 12 to 7.

In the Fordyce-Eldorado high school game this year, Fordyce passed on the first play of the game from its own 20-yard line, and the receiver dropped the ball in the clear, past the safety man. On the second down, Fordyce threw the same pass to the same man and completed it. The receiver was run down from behind on Eldorado's 30-yard line. A running play gained five yards and another pass play scored a touchdown. Eldorado had one of the best high school teams in the state. Why did the pass work? Eldorado was not expecting it.

Too many coaches are too conservative with the forward pass for their own good. I believe in the liberal use of the forward pass. Most coaches, especially young coaches, are too conservative about everything for their own good. They believe in going out and holding the other team in the first half and then beating it in the last half. They are expecting some lucky break to help them score a touchdown. I favor going out in the first half, making the break by our offensive, scoring some touchdowns and holding our opponents in the last half. I like to get my touchdowns early and then let the other fellow worry about getting his. Psychology is an important part of football, and I like to have the psychology of being ahead in my favor. If a team is laboring under pressure it will usually make more mistakes, which may lead to more scores for the opponent.

I am sold on the offensive use of the forward pass. Fordyce expects to be very much in the state football running next year, and our opponents had better watch out, for Fordyce will be throwing plenty of forward and lateral passes.

## Quarterback Conferences

By R. D. Taylor

Central High School, Decatur, Alabama

GOOD quarterbacks are not found on many high school teams. Time does not permit their proper development. Training of quarterbacks is a very important part of the team development, and the most difficult.

At the beginning of the season, pick out three or four boys for the quarterback position. Each of these boys should be a leader in the squad, have fine mental ability, a good scholastic record and a good voice. He should be alert and of commanding personality.

One night a week should be set aside as a conference night for the coach and the quarterbacks. At these meetings the coach should go over various tactical situations and have questions of strategy to test the quarterbacks. They should be required to master the answers to these. After the schedule begins, this conference may be used to go over the next opponent's defense, and to plan the attack for the next game.

On each Monday after a game the coach should walk over the field with the quarterback and discuss the preceding Saturday's game, taking up errors at the places on the field where they were made and making suggestions for correction. A quarterback should always be commended for his choice of plays when they are good.

## Quarterback Development

By C. S. Blackburn

North Little Rock, Arkansas, High School

I HAVE found that one of my greatest problems each year in coaching is to develop a quarterback who will use good judgment in his selection of plays. The following method has been gradually evolved as one in which to develop a quarterback.

First, each of our games is charted play by play. The chart shows only a few simple things, such as the down and distance to go, the ball carrier and the gain or loss. With this written record, we have enough to keep our quarterbacks busy.

Second, we have a weekly meeting of all candidates for the quarterback position. They meet at my home on Monday nights. At the opening of the season we talk about the simple fundamentals in play selection, such as the down and distance, position on the field and score.

Third, after I feel that each boy understands these simple fundamentals, we study the games of the past few seasons. It is easy to find in games the desired play to illustrate any point that I wish to make. I call these the "pattern" plays upon which the quarterback may base his decision for play selection. I have several classic examples with which all are familiar, such as failure to punt on fourth down outside of the quarterback's own 10-yard line, the throwing of flat forward passes inside his own 40-yard line, and failure to punt on early down when he is playing in the rain deep in his own territory.

Fourth, we next study the games from the point of the winning and losing plays. In this way the quarterbacks begin to learn that there are certain situations that they must recognize and be quick to take advantage of, or disaster may result. One classic that I use is a game in which advantage was taken of an attempt to block a punt on the goal line. In this game the team with the ball on its own goal line



faked a kick but made a forward pass that went out to mid-field.

All of this instruction is given before we have any games, and the various candidates have opportunity to call signals in practice games between selected teams of our own men.

Fifth, after the first game we go over this game and take it apart trying to see the good and bad in it. Each quarterback is asked to give his reasons for calling certain plays that were turning points. This feature causes the candidates to do some real thinking on the field. We continue to analyze each game as it is played and to compare the advance information that we may have had with the actual happenings. We may have scouted a certain team and thought that one side of the line was weaker than the other, but in the game found that the situation was just the opposite. This experience also helps in making the boys think.

After my quarterbacks have had this instruction I feel that they may go into the game knowing what ought to be called in each situation. Yet they are not hampered by being bound by a hard and fast rule. They do not take needless chances, yet are willing to take a chance when the time seems favorable.

## Turning Out Winners

By James K. Harper

Thomasville, Georgia, High School

THE boys and girls of the United States are in most cases interested in the athletics of their schools whether they take an active part or are only spectators. To all of these boys and girls, some one must be a leader or director. The name of coach has been assigned to this person. The director of the actual athletic contests is indeed a coach.

From the first day of school in the fall until graduation day in the summer, the coach is in very close contact with the boys and girls on the athletic field, during physical training programs, or in the classroom as a teacher. No superintendent, principal or teacher has such close contact.

Some people and many towns define the success of a coach according to the number of games he wins. That makes it hard. Nevertheless it is the coach's job to win. He signed for that purpose and it is up to him to win. When the word win comes into the discussion, the conversation is generally wrapped around the top score of some game. To my mind there is a greater win than the mere winning of the game.

The position of coach, as I believe it should be defined so far as high school athletics are concerned, is a position held by a man or woman who honestly tries to produce winning teams and to give the home fans a chance to "razz" the fans in other cities in a good-natured way. But I think the definition should go much

farther than that. I think the coach should produce the winners over bad temper, the winners over laziness, the winners in the contest for a well-developed body, the winners in the battle for unselfishness. The coach should help the boy or girl develop form, grace and bodily co-ordination. These last are in most part physical and may be easily brought about.

The position of coach should be held by a person who is thinking of the boy's or girl's future. After the child has graduated from high school, he or she should be a better man or woman as a result of being directed by a coach during the school days, and better able to give and take in the battle of life.

The position of coach would be much more honorable if the coaches were more interested in the spiritual or religious life of the boys under him. No matter where a coach is located, the boys under his direction are just about the same as boys elsewhere. They will follow his example. To teach a boy clean thinking, clean playing, how to get along with other people, how to avoid bodily temptations; to promote a close fellowship between boys who play and those who do not, and to teach them the golden rule will bring more victories to a coach than all of his victories with touchdowns and goals.

It has been my pleasure to be head coach in this school for ten years, and I have had an average of forty to fifty boys under my care every year. That totals around five hundred boys whose lives have been placed in my hands by parents who were anxious for their boys to benefit as a result of athletics. I could call the names of very few of the boys who played ten years ago, but I have a great satisfaction in knowing that I tried to keep faith with the parents and returned those boys to them better in strength, better trained in co-ordination and, I trust, in a better position to take a set-back without crying about it.

Several hundred of the boys I have coached have been with me in Hi-Y work, and in this club I have had opportunities to discuss the secrets of their bodies, which perhaps they would not have learned unless from the street or the "know all" on the campus.

Many of these boys have in recent years told me that since they have grown into manhood they appreciate the information that was given to them when they were in high school. Could the ordinary teacher talk to these boys as I was able to talk to them? Could the principal? Could or would the fathers? I doubt it.

Many articles have appeared in the ATHLETIC JOURNAL written by high school coaches on how to make touchdowns, how to shoot goals, how to stop the other teams. These articles are fine, and we coaches should appreciate the JOURNAL for this opportunity to see what the other coach is doing or thinking. I have tried

in this article to discuss athletics from another angle, but it is still part of a high school coach's job.

To take an active and conscientious interest in your players' life off of the field is part of your job. Your boys, I believe, will be grateful to you. I know that the parents will appreciate it. Teach the boys how to win, of course, but teach them all the types of wins. If ten years of coaching in a high school of 300 pupils have any reward at all, I think it will be found in the conduct of the boys who have played under me. Those boys determine whether or not I produced winners.

The score of a game won ten years ago is forgotten, but a boy who played ten years ago who is now making a great record, or who is now living a clean, upright life will not be forgotten. Hence I say that it is the boy you turn out and not the score card that will grade you as a successful coach.

## Schedule Making

By William L. Terry

Marion, Kentucky, High School

IT is often said that there is very little sportsmanship between coaches when they are making schedules. This lack of sportsmanship may very often be caused by the problem of making ends meet financially, but every coach or athletic director should have a thorough understanding of the problems that are likely to arise in arranging schedules. Especially is this true in regard to football, because of the small number of games played and the greater importance attached to each as a result.

The results in basketball are usually determined by the tournament.

Schedule making should never be the haphazard, hit or miss affair that is often found in our schools. Definite policies should be determined and followed in arranging the schedule from year to year. Needless to say, the various conferences of high schools, which are very popular at this time, facilitate schedule making.

In making his schedule, the coach should consider the material of his own school and that of his opponents. A strong team of veterans should not be played on the opening date if a coach has only inexperienced material from which to mold a team. An inexperienced team which meets three or four superior teams early in the season may suffer greatly in its offense, so that the season may result in few games won, even though teams of equal strength may be met later in the season.

When a coach has only new, untried men, he should build up his team on a schedule of weaker teams so that he may give a creditable showing in games with stronger teams later in the season. An ex-

(Continued on page 44)



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JOHN L. GRIFFITH, Editor

## Sports That Have Survived

THE Associated Press recently asked the sports writers and editors of the country the following question: "What sport do you consider to have best survived business conditions this year?" College football, it was found, headed the list. Baseball was second, golf third, professional wrestling fourth, professional hockey fifth, tennis sixth, boxing seventh, basketball eighth, horse racing ninth, professional football tenth, the Olympic Games eleventh, professional bike racing twelfth, high school football thirteenth, bowling fourteenth, swimming fifteenth, track and field athletics sixteenth.

While this survey represents only an expression of opinion, yet it may be considered to carry more weight than any other expressions of opinion that have so far been tabulated or advanced by individuals. No one has the exact figures on which to base a scientific conclusion relative to this matter.

There are one or two items in this study that are worthy of comment. Some of the professional critics of college football in the East have within the year advanced the thought that professional football is surviving the depression better than college football. The sports editors and writers of the country do not accept that point of view. Since some of these professional critics had previously prophesied the early demise of football, it may be suspected that their latest prognostications are the result of wishful thinking.

We will probably always have professional football. The game may serve a useful purpose. Some of the promoters, however, have adopted questionable methods of salesmanship in their attempts to stimulate ticket sales. They have dwelt on the assumption that professional football is superior to college football. At the same time they print in their programs the names of the colleges from which their players graduated. Some of the highest paid players in professional football have insisted in articles and speeches that any professional football team can defeat the best college or university football team. Apparently with the idea of making it appear that professional football is growing in

popularity, misleading statements relative to attendance are sometimes issued. For instance, in a certain professional game this fall one newspaper announced attendance at 27,000, but another paper explained that 19,000 women were admitted free to the game.

We have no quarrel with professional football, but the writers who sell articles in which they attack college football and in which they state that professional football is gradually taking the place of college football are discredited by this Associated Press study.

It is rather difficult to understand why only five of the sports experts cast a vote for the Olympic Games. The Los Angeles and California people staged the finest set of Olympic Games ever held. The attendance left nothing to be desired, and any one who attended the Olympics certainly must have felt that if the people of Los Angeles could put over the Games as they did during the depression, they would have found it necessary to erect a larger stadium had the Games been held during the years of prosperity.

The Associated Press report quotes one sports editor as saying, "As for amateur athletics, they are healthier now than ever." The ATHLETIC JOURNAL believes that statement is correct in its implications. If a nation's athletics are highly professionalized, amateur athletics suffer. Professional promoters will not long operate their enterprises at a loss. Professional sports, by and large, are not highly remunerative when times are bad; consequently in a depression they are discontinued in many places. When a professional town team, for instance, is abandoned, the amateurs starting from the bottom take over the field that the professionals have left. When the amateurs build up the town's athletics, then the professionals will come back into the field. Today the amateurs have the athletic field pretty much to themselves.

## What Football Stands for

TO understand whether or not college football and, in fact, all of our college sports are worth while, it is necessary to consider what is compatible with a game of football and with the other collegiate sports.

Among other things, we might list health, energy, endurance, speed, force, loyalty, obedience to the rules, courage, poise and self-control as things that are compatible with football.

If football places a premium on these qualities, then their opposites certainly must be incompatible with the game; that is, if health is a prerequisite to successful participation in football then sickness and disease, the antitheses of health, are incompatible with the sport. If energy, endurance, speed and force are attributes of this sport, then slothfulness and weakness are very certainly incompatible with it. If loyalty is a quality demanded for successful participation in football, then disloyalty is something to be discouraged. If football calls for obedience to the rules, then those who are not willing to obey the rules have no place in such a

game. In like manner, if players are taught to develop poise and self-control, and if these are compatible with football, then lack of self-control is incompatible with the game.

The successful coaches strive to develop players who possess the qualities that are compatible with college athletics. A survey of the college teams would disclose the fact that very few of the men on these teams exemplify disloyalty, evasion of the rules, cowardice, weakness and the other attributes that are the antitheses of the spirit of the games being played on the college fields.

## Dealing With the Public

**D**R. PAUL F. VOELKER, formerly secretary of the Extension Division of the University of Wisconsin and later President of Olivet College, has recently called attention to certain very interesting and thought-provoking facts, among which are the following.

Of the one hundred twenty million people in the United States, two million are brilliant, eight million are superior, twenty million are bright, sixty million are average, twenty million are dull, eight million are moron and two million are imbecile.

Half of the population of the country has the mentality of a boy of from twelve to fourteen years of age. The upper fourth of the population has an intelligence greater than that of a boy of fourteen. The lower fourth of the population has an intelligence less than that of a boy of twelve. If it is true that thirty million of our people have an intelligence less than that of a boy of twelve and sixty million less than that of a boy of fourteen, it helps us to understand why school and college athletics are not always accorded highly intelligent treatment.

The problem of the coach and athletic administrator is made more complex, however, due to the fact that many intelligent people deal emotionally rather than rationally with athletics. A learned man suggested the other day that people do not vote their intelligence but rather their passions and prejudices. Further, we might add, a great many people who would be classed as intelligent refuse to accord athletics scientific treatment. Football, for instance, brings into play all of the human qualities of character. Very often thousands of people on one side of the field boo when an official calls interference on a forward pass, giving one team a completed pass as a result of the foul, and thousands of people on the other side applaud the decision. Later in the game when conditions are reversed the booing and the applause likewise are reversed. Very few of the people who express their pleasure or displeasure on occasions such as this really know whether an official is right or wrong. They simply give vent to their feelings when the ruling is made.

Civilized society, however, is not established on pure reason. It is based on a mixture of reason, traditions, customs, prejudices and passions.

The coach and athletic administrator must realize that the public, which one day praises and the next day condemns, is composed of individuals over

half of whom possess a mentality lower than that of a boy of fourteen and practically all of whom maintain an emotional attitude toward athletics.

## The Football Rules Committee

**A**T the recent meeting of the National Collegiate Athletic Association, Mr. Walter Okeson was elected Chairman of the Football Rules Committee, and Mr. A. A. Stagg, in recognition of his long service on the Committee, was made a life member and a Committeeman at Large. The other members of the Committee are as follows:

W. S. Langford, Secretary.

W. J. Bingham, First District, Harvard University, Cambridge, Massachusetts.

W. G. Crowell, Second District, Montgomery and Essex Avenues, Narberth, Pennsylvania.

H. J. Stegeman, Third District, University of Georgia, Athens, Georgia.

Fielding H. Yost, Fourth District, University of Michigan, Ann Arbor, Michigan.

D. X. Bible, Fifth District, University of Nebraska, Lincoln, Nebraska.

Ray Morrison, Sixth District, Southern Methodist University, Dallas, Texas.

C. Henry Smith, Seventh District.

W. O. Hunter, Eighth District, University of Southern California, Los Angeles, California.

The Rules Committee will meet some time soon. Each man on the Committee is an accredited representative of the football coaches in the educational institutions in his district. If anyone interested in football feels that the rules should be left as they are, or that important changes should be made in them, he should communicate his ideas to one of the district representatives.

It may be of interest in this connection to relate how members of the Rules Committee are selected. Each year a Nominating Committee, composed of a representative from each of the eight N. C. A. A. districts, presents its report to the convention. If the report is accepted, the men nominated are elected. The members of the Nominating Committee are usually appointed on the advice and recommendation of the N. C. A. A. district vice presidents. For instance, the district representative of the Third District nominated Mr. Dan McGugin, President of the Football Coaches Association, as the member of the Nominating Committee from the Third District. Mr. McGugin canvassed the opinion of the men in his district, and the Nominating Committee named H. J. Stegeman, an old football coach and player and now Director of Athletics at the University of Georgia, as football representative of the Third District. The representatives of the other districts were appointed in similar manner.

Thus the machinery has been created whereby every coach may communicate his wishes to an official representative. It is to be hoped that everyone will, before the Football Rules Committee meets, pass on whatever suggestions he may have to his representative on the Rules Committee.



# PRACTICAL

By Ward L

Head Basketball Coach,

## THE AUTHOR

Ward (Piggy) Lambert, growing up in Crawfordsville, Indiana, learned basketball from Dr. McKay, a pupil of Dr. James Naismith, the game's inventor.

He played basketball on the Crawfordsville High School and Y. M. C. A. teams and later on the Wabash College squad, coaching both his high school and college teams. After graduating from Wabash and studying for a year on a teaching fellowship in chemistry at the University of Minnesota, he went to Lebanon, Indiana, as teacher of chemistry and physics in the high school. Here he also coached athletics. During his four years at Lebanon, Lambert's basketball teams won 66 out of 83 games.

In 1916, Lambert went to Purdue University as basketball coach. He has been there since, except for a period of World War service, during which he acted as Athletic Director at Camp Taylor with a commission as lieutenant in the Field Artillery.

Since 1919, Purdue teams under Lambert have won 175 games and lost 61. In the last thirteen years, Lambert-coached Purdue teams have won or shared the Western Conference title six times; been runner-up for titular honors four times, and have never finished below fourth place. The Purdue teams have won more games than any other Western Conference team during this period.

The record for the last seven years is even more remarkable. Lambert's teams have won or shared in the Western Conference title four times and have not once fallen below the runner-up post.

In his book, Lambert relates in simple, yet graphic, manner the practical methods and devices he uses in developing outstanding players and championship basketball teams at Purdue.

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### CHAPTER XI

#### The Coach, a Student of Psychology

### CHAPTER XII

#### Tournaments

# Hockey Fundamentals

By Lt. Harry W. Baldwin  
New Brunswick, New Jersey, High School

**I**CE hockey, like any other game, requires the mastering of a group of fundamentals. The player who masters the greatest number of them and who masters them to the greatest degree will, in this game as in any other, make the outstanding player. Hard, consistent practice will bring out the desired results. Nothing compares with skating for conditioning the players and for giving them skill in this game, but we often have to get under way long before the ice comes. Bicycling on the road is excellent. Rope jumping, handball and road running help a great deal.

We get a certain amount of help by playing on the asphalt street with a two inch rubber ball (gum) and using a shinny stick. When ice comes, we can set out to do our real work at a hard pace because the men have been hardened. We start with wind sprints, balance work on the skates and learning to turn in full or partial circles on the outside and inside edge of the skates. These exercises should be learned on each skate. The man who turns well only in one direction is "easy meat" for the defensive players if they study him a bit. The hockey stroke differs from the speed stroke in that it is shorter, snappier and has lots of power. Change of pace is of great value in fooling opponents. Place about five men in line and about ten feet apart. Have other men skate in and out between the men in the line, stick-handling with a puck as they skate.

Just a word or two about skates and shoes: For some reason or other, makers call skates "hockey" when they are not. Most of the hockey skates are made in Canada. I believe the best skates are made in the United States, but the manufacturers make them with a flat blade. One may have them ground special but this takes time. I wish some of the manufacturers would wake up. The present so-called hockey skates are nothing but racing skates with a shorter front end. A real hockey skate should be cut on a twelve foot radius. Stand the skate on the counter and see if it rests flat, or if the front and back ends are clear of the counter. Only about three or four inches of the bottom of the blade should touch. Skates should be sharpened hollow ground and on a wheel not larger than four inches in size. The skate should be held firmly in a jig or some other type of clamp. Shoes should not be too heavy but have good hard toes (boxes). The tongue should be padded or, better still, there should be a thin piece of flat sponge rubber under the laces.

Many players do not know that there is any difference in sticks. Sticks are right- or left-handed. The major number of right-handed men shoot left-handed, and in selecting sticks you will need four-fifths right and one-fifth left-handed. Look at the stick at the top of the bend and you will see that it is beveled on one side. The bevel should be held toward the puck. Another mistake is the using of sticks much too long for the player. Cut off the tops so that the sticks are from forty to forty-eight or fifty inches long from the heel.

The shooting position is about as follows: Right hand at top of stick, left hand not quite to the middle, right side of body toward net, puck well out in front of body and about opposite the left foot and resting against the stick just under the bottom of the handle where it joins the blade with the blade bent a little over the puck. *Watch the puck.* Using the lower hand as the fulcrum, snap the right hand back toward your crotch and, as the movement gets under way, snap the left hand forward and upward. The upward turning of the left hand raises the puck. High shooting is not always good shooting, as the shots are not so hard to stop. The left hand should drop down a bit and follow through with the shot. The reverse of this form should be used by right-handed shooters.

We do some of our early season shooting on the cement or on the gym floor. I call this dry land shooting. The best shots are those in the two lower corners about six inches off the ice. We hang a canvas over the goal with a life size figure of the goalie on it. One bad habit shooters have is that they shoot at the goalie and not at the great open spaces. They cannot score by hitting him. We get some good

practice out of standing one five quart can on top of another and then trying to shoot the puck into the opening of the top one.

**GOALIE**—Some people think he should be only a fair skater. I want a good skater in this position. Baseball catchers, pitchers, first and third basemen and some short stops make good material. They should be calm, cool, and quick thinkers. They must have plenty of good old-fashioned courage. They should be not easily rattled, and they should keep on the alert, looking for the next play almost before they finish the one on hand.

We train goalies in various ways long before the ice comes. We shoot tennis balls at them, all stops to be made with the body or the legs and feet. We teach goalies to make all their stops while they are up on their feet. Diving at the puck looks good to the stands and, while it does stop many shots, it lets many more score, and it causes many injuries that should not happen.

The hardest shots to stop are those in each corner about six inches off the ice, the two up in the top corners and the shot from the dead center. The last shot may be aimed at four or five places, and really good men have told me they fear it more than any other shot.

The goalie should always clear the shot to the corner of the rink where his wings can corner it. He should very seldom pass the puck up to one of the men in front of him. An opponent may get it and put it right in the goalie's lap. On shots from the left, the goalie must hug the left post of the goal, and I mean *hug* it, not just lean against it. He must not leave a bit of space between it and his leg. He must be prepared to catch the shot with the right hand; the stick should be in the left hand. We always cut the handle off this stick half way for quick handling.

On the other shots, the goalie should reverse the actions described here. On center shots he should crouch a bit and hold the stick lightly in both hands so that he may let go with either hand and catch the puck. Shots that slide along the ice should be stopped with the blade of the stick, backed up by the foot. The goalie should be careful of these shots. They carom off into the net if not placed just right. The stick must be held straight up and square to the shot. Sometimes, when time permits, the goalie should trap this shot in the angle of both skates when their back ends are held together. He must look out for these shots. They go in and make him look foolish and even he



Lieut. Harry Baldwin

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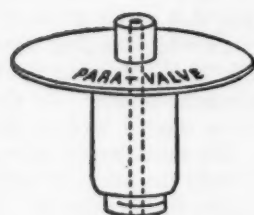
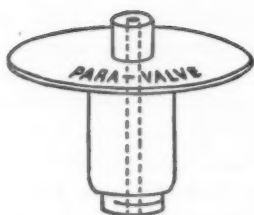
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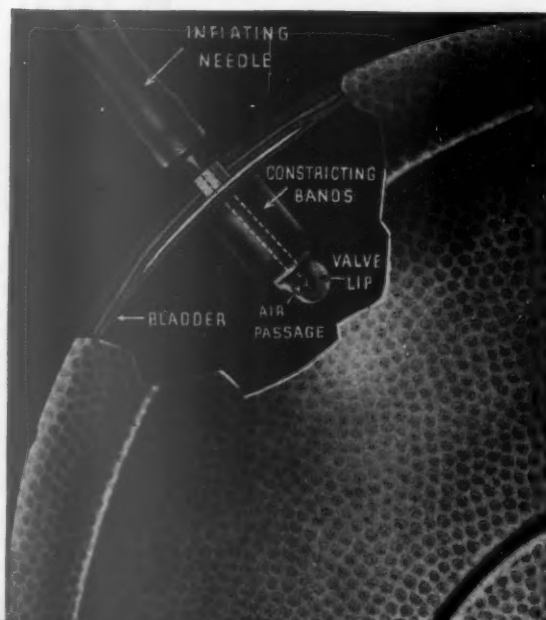


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cannot tell just how they happened.

Do not pick a big, slow boy for this job of goalie.

**DEFENSE MEN**—Football tackles make nice material for defense men if they can skate well. They must be able to "take it on the chin" and ask for more. Many times scores are charged against the goalie when they should be counted against one or both of the defense men.

The defense man should make his shots from well out in front if he must shoot. He must never back up on the goal and should not let an opponent split the defense and come through. He must always work opponents toward the sides and corners. **PLAY THE MAN** and not the puck, is a good rule for the defense man. If he stops the opponent, he or one of his men will get the puck without much trouble.

One man should remain in the front section of the ice. Sometimes he can smother the shot on his guard by coasting into the puck with both legs together. He should call "Shot" to wake up the goalie as his opponent shoots. He should give the goalie as clear a look at the shot as possible. He must never skate in front of his net with the puck, but should clear rebound shots to the corners. He should get his tail into the mid-section of his opponent and work him away from the puck.

The defense men should stay about

twenty feet out from the goal and be close enough to touch each other with their sticks without reaching very much. They should take the first men down and leave the rest for the front line. They must remember they are trained to defense, so they must do that job first and best. After that they may get a chance to sally down the ice. They must cover every man who comes down in front. Their team will have six men against four or five at the worst. That gives them one advantage, and the fact they may check in their defensive zone is another.

Both defense men should go up the ice together when they carry the puck up. On a sortie of this kind the front line comes back to rest and plays defense.

**FRONT LINE**—The right wing should shoot right-handed and the left wing should flip the puck from the left side. The center may shoot in any way that scores.

The center should be a fast, rugged boy who can last and "take it" from the defense. The wings must be fast and able to stand up under hard work. You will need two front lines, and three will be better because the work is hard and the men must get rest. The team with the best reserve strength will win most of its games.

Most of the teamwork is with this front line. Each man must be able to pass, re-

ceive, change pace, circle in or out, shoot in regular manner or back-handed, poke check, start, turn or stop on a dime and cover back on his man so as to help his defense when the front line has lost the rubber. One of the hardest things to teach the boys is to play their own lanes and not all go after the puck no matter where it goes. They must stay on the wing and let the center handle the puck in his lane. There are times when a forward will have to cut into the other fellow's "melon patch," but if he does he must call out to his team mate to take over his own lane. This kind of switching calls for top teamwork.

Players must talk it up on the front line so that they all keep in touch with each other. They must keep the puck moving and make the other lads wonder what is going to happen next. One point I want to get over to the forwards and that is this: shoot and shoot. They cannot score by holding the puck in their sticks. Also they should shoot from the center zone or just inside the blue line if the defense is pressing them. Then they should follow the shot like a streak.

There is not time nor room to dwell more on the forward line's work at this time, but next month I shall try to give some diagrams of defense work and some team plays for the forward line.

## Know The Rules

By Richard M. Ryan

**D**URING my many years of association with football, as a player, coach and official, I have frequently noticed a lack of knowledge by players, and more especially by field captains of football teams, of the rules under which the game is played. In some instances the winning of a game of football would have been possible if the player or captain of the team had known the rules and their value.

As an instance of the lack of knowledge of the substance of a rule or of the value of it, I recall a game of the year 1918, when so many of our college and university stars were playing football as representatives of the various army camps. On this particular occasion I was officiating in a game between two of the inter-sectional camps. The game had attracted a large crowd, as many of the players had reputations as university performers throughout the West and Mid-West. The play was hotly contested. The visiting team had kicked a field goal, and the score stood 3 to 0 in its favor.

The game was almost over and in the last two or three minutes of the remaining time the visiting team had possession of the ball on its own 5-yard line, very

***MR. RYAN** played his first football in Southwestern Missouri in 1900. For six years after graduating from the University of Missouri, he coached high school teams. During the World War, he coached one of the service squads. A practicing attorney in Hot Springs, Arkansas, Mr. Ryan has since 1911 served as an official throughout Arkansas and in the Southwest Conference.*

near the side line of the field. It was first down and ten yards to go for the visitors. The ball being in very dangerous territory and the game almost at an end, the visitors on the first down elected to punt. The kick was partially blocked, and the ball went into possession of the local team on the visitor's 15-yard line. At this point, one of the local players ran the fifteen yards for a touchdown and the winning of the game.

Now, under the rules at that time, if the visiting players while in possession of the ball on their 5-yard line had made a deliberate safety they could have brought the ball out to the 30-yard line. By running three plays from scrimmage and then punting they would probably have

won the game, 3 to 2. Here was a place in which taking advantage of the safety rule would have won the game, but the visiting players apparently did not know the rule or did not recognize its value. So it is very obvious that a thorough knowledge and study of the rules is as necessary as a knowledge of tackling, blocking and charging.

I should advise that the coach devote at least one period a week to discussion of the rules and their value to his team. Good blackboard talks along these lines are splendid. Also, it is well to call in some prominent football official and permit him to have an open discussion of the rules with your squad. Have a rule quiz—"sorter along the lines of the old fashioned spelling bee." If your players know the rules of the game, then it is decidedly easier to teach them the fundamentals of the game.

In closing, I would say study the rules. Talk the rules over with your players. Make it plain to the team the value of each rule and the reason for it and I am sure that the time you spend with your players in these discussions and analyses of the rules will in the end pay you large and wholesome dividends.

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# Physical Medicine Applied to Swimming

G. G. Deaver, M. D., B. P. E.

Y. M. C. A. College, Chicago

and

J. S. Coulter, M. D., D. T. M., F. A. C. S.

Department of Physical Therapy  
Northwestern University, Chicago

NOW that the season for a number of outdoor activities has passed, those desirous of keeping in physical condition will be participating in basketball, boxing, wrestling, swimming and other similar physical exercise. There is much to be said concerning not only the health values but also the dangers connected with participation in these activities. One from which a great deal of harm may result is swimming. Because of its potential dangers, it has been chosen for consideration in this article. A large number of schools and colleges now have a swimming pool, and instructors and coaches of swimming and diving.

As an instructor and coach you are, no doubt, familiar with the many methods of pushing and pulling the body through the water and the many seemingly impossible positions that may be assumed in throwing the body into the air while diving, but are you as fully versed in the potential dangers of swimming and diving? Suppose the writers of this article were appointed by your city or town to study the health values of the physical activities taught in the schools, and you should receive from them the following letter:

Dear Mr. Coach:

Owing to the present lack of finances in our town, we are investigating all the physical activities in the schools, with a view to dispensing with as many of these activities as possible. We are of the opinion that swimming is one of the costly activities which may be eliminated because we can see but few health values in this form of exercise. You will doubtless agree that every teacher of physical activities should be able to prove the value of the activity in which he offers instruction. At an early date you will be afforded an opportunity to debate with us the question of the value of swimming.

(Signed) THE DOCTORS.

## Anatomical Differences Between Man and Water Animals

The day arrives and you and the doctors discuss the question of the health values of swimming.

DOCTOR: Mr. Coach, you will agree that in our present state of evolution we

are anatomically adapted to living on the land, not in the water. How do we compare with the sea animals? Have we the same anatomical adaptive mechanisms?

This would be a fair question, which might be answered in the following manner: The mucous lining of the nasal tract secretes a mucus which is swept down into the pharynx and esophagus by the hair-like structures of the mucous membrane, where it enmeshes bacteria and inhibits their growth. Anything which interferes with these two functions, whether it is mechanical, chemical or thermal, breaks down the body barriers and renders the nasal cavity and its appurtenances susceptible to infection.

In a study which Dr. Taylor of Florida made he found that all diving sea animals have a special group of muscles for closing the nostrils when diving, while man has only the remnant of this apparatus, the compressor narium muscle. It is this inability to close the nostrils which makes us susceptible to nasal and sinus infection, while water animals are not subject to such conditions. There is no difference between the lining in the air passages of man and that in the air passages of the water animals, but the water animals have the power of protecting this lining from water while man has lost this power. If a man dives, water rushes into the nose and comes in contact with the delicate cells on the mucous lining of the respiratory tract. This inrush of water lessens the protective power of the mucous lining. You must agree, therefore, that anatomically we are not adapted to the water.

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THIS is the fifth of a series of articles on Physical Medicine by Dr. Deaver and Dr. Coulter. It represents an imaginary conversation between the authors and a coach of swimming. While many of our readers will not agree with the authors, and while the ideas expressed are those of the authors rather than those of the Editor of the ATHLETIC JOURNAL, the article represents an interesting point of view and is calculated to arouse no small amount of discussion over the benefits of swimming. The Editor will be glad to publish articles representing the opposite view from that taken by Dr. Deaver and Dr. Coulter.

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## Physiological Differences Between Man and Water Animals

DOCTOR: Mr. Coach, man is a homo-thermal, or warm-blooded animal; that is, he must maintain a body temperature of 98.6 degrees F. The frog, which we imitate by playing on land and then diving in the water, is a poikilothermal animal, and, being a cold-blooded animal, changes the temperature of his body in relation to the surrounding medium. Man does not have this ability to regulate the body temperature. What is the effect of this inability on the normal functioning of the body?

Let us study this question and try to discover how it should be answered. Water has a remarkable capacity for heat absorption and conduction. Its heat conducting power, as compared with that of air, is as 27 to 1. That is why a person may feel comfortable though naked if the temperature of the air is 75 degrees F. but extremely uncomfortable in water at the same temperature. As the water absorbs the body heat so rapidly, the heat regulating apparatus of our body must compensate for this 23 degrees F. change in surface temperature. The body produces this increased amount of heat by burning the available tissue. If the person has an excess of fat on the body, the heat production is a simple matter. If there is no excess fat available, then the body, in its desperate attempt to maintain its normal temperature, burns what tissues it can and after some time the body temperature slowly drops. This is one reason why fat people can stand cold better than thin people. The prevention of heat dissipation is no doubt the reason, too, for aquatic warm-blooded animals being protected by fur or a thick layer of fat, and the reason why long-distance swimmers grease their bodies. "It is interesting to note," Taylor says, "that some of the cetaceans have a normal temperature of 104 degrees F. in the water of the Arctic." "This is doubtless due," he remarks, "to non-conductive blubber and to the fact that they have a very large liver."

In a study of 250 children under thirteen years of age, Dr. Taylor found that after the children swam for forty-five



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## • REACH BASEBALLS •

minutes only thirty of them had a normal body temperature and that many showed a reduction in body temperature to 95 degrees F. These children were swimming in an indoor pool in which the temperature of the water was 73 degrees F.

These facts clearly indicate that when man, constructed to walk on land and to breathe air, attempts to swim and to dive in water, abnormal changes in body functioning take place. You must agree, then, that *physiologically* we are not adapted to the water.

### The Coach's Questions

COACH: *Doctors, I have been coaching and teaching swimming for many years, and, with the exception of a few sinus and ear infections, I have encountered no serious sickness which resulted from swimming.*

DOCTOR: It has been said that the fact that not everyone who swims or dives contracts some ear or nasal infection is no more an argument in favor of swimming than the fact that not everyone who is exposed to scarlet fever contracts the disease is proof that scarlet fever is not contagious.

COACH: *May I ask, Doctor, how swimming and diving cause ear infections?*

DOCTOR: Research on the cause of middle ear disease has assumed new importance in the last few years. Formerly, middle ear disease was thought to be the result of contaminated water entering the nose and then passing along the Eustachian tube to the middle ear cavity. Now the opinion seems to be that it is due to the siphoning of the bacteria which are always present in everyone's nose and throat through the Eustachian tube into the middle ear. Try holding your nose, then swallowing. Do you feel the air forced through the Eustachian tube to the middle ear? It is a fact which may be demonstrated that the nasal cavity is never free from bacteria.

Suppose one of your swimmers has a slight cold, with a "running nose," which always means an increased bacterial invasion. What must be the result if he goes in swimming? Normally the hair-like cells in the Eustachian tube wave toward the throat and guard against infection of the ear. When your swimmer has a "cold," bacteria may enter the middle ear cavity because of the destruction of these hair-like cells in the tube. Normally, the bacteria which enter the cavity remain dormant and lose their vitality. If however, there arises some external condition, such as cold, lowered vitality, injury by diving, it reduces the general body resistance. It produces a disturbance in the nourishment of the lining of the middle ear and affords an opportunity for the development of bacteria, which finally cause an acute inflammation of the middle ear (otitis media).

COACH: *I seldom see or hear of a case*

*of ear infection, but frontal sinus infection occurs quite often in our swimmers. How does swimming cause frontal sinus infection and how is this condition best treated?*

DOCTOR: There are many sinuses (air cavities) located in the bones of the skull and all of them drain into the nose. It has been proved by physiologists that the sinuses are aerated during every nasal respiration. During respiration some micro-organisms must find their way into and become lodged upon the mucosa of the sinuses. When the mucous membranes of the sinuses are normal and there is free drainage into the nasal cavity, there is little danger of sinus infection (sinusitis). Exposure to cold, bathing and swimming, and nasal deformities, however, interfere with the normal functioning of these air cavities.

The sinus which most often becomes infected is the frontal sinus. Skillern says "it would seem that in almost every case of frontal sinusitis deviation of the septum toward the offended side is observed."

Individuals with *deviated septum* or other nasal deformity who subject their bodies to the cold water and their abnormal nasal passages to the inrush of water while *bathing and swimming* seem destined to suffer from frontal sinusitis. When the tissue of the nose becomes congested and swollen, proper drainage from the frontal sinuses, which are located in the frontal bone (forehead), is interfered with. The chief symptom is *pain* over the sinus, or sinuses, which is increased by tapping the bone with the finger or making upward pressure at the junction of the superior orbital ridge with the nasal bone.

These statements should explain the reasons why frontal sinusitis is so often found among swimmers.

TREATMENT.—The treatment of frontal sinusitis must be considered under three headings: (1) preventive; (2) temporary; (3) permanent. The measures that might be considered as *preventive* to the development of sinusitis would be practically the same as those that should be used in the prevention of colds. It is necessary to have free drainage of the nose if sinuses are to remain healthy. If the septum shows a deformity as a result of some old injury, it should be removed.

The *temporary* treatment is instituted to produce drainage and relieve pain. This treatment is best given by a physician. In general, it consists of introducing an ephedrine solution into the nose to shrink the congested and swollen mucous membrane. The sinuses are then drained with a suction pump, and usually a drop-perful of a ten per cent argyrol solution is placed in each nostril. Heating the sinus area by means of an infra-red generator or by diathermy is indicated for the relief of pain and for promoting drainage.

No sinus disease is ever cured by these

methods. A permanent cure may be hoped for only if any nasal deformity or obstruction is corrected by surgery and then the preventive methods suggested are followed.

COACH: *Everybody should be able to swim, for the ability to swim may be the means of saving the individual's life. Are we not, from the humanitarian point of view, justified in teaching swimming?*

DOCTOR: A study of the records in the office of the Coroner of Cook County covering the drownings during the summer months of 1932 revealed the following facts:

1—The total number drowned was 84.

2—Of the 84, only 9 were women.

3—The ages of the group ranged from 18 months to 81 years. The greatest number in any one age group was 5, and there was this number in each of the age groups 15, 17 and 22 years.

4—After eliminating those under eight years of age, those who had committed suicide and unknown persons, it was found that 60.7 per cent of the remainder were swimmers and only 39.3 per cent were unable to swim.

The purpose in gathering these statistics was to discover whether the ability to swim was the means of preventing death by drowning. One might interpret these figures in many ways, but it is evident that the teaching of swimming is not wholly justified from the humanitarian point of view.

COACH: *If all these things are true, what may be done to safeguard the health of our students who desire to swim?*

DOCTOR: The Committee of the Eye, Ear, Nose and Throat Section of the American Medical Association is studying the hygiene of swimming. This Committee states that persons with wide open nasal passages, a straight septum and normal turbinates should not be deprived of the privilege of swimming, but those individuals with contorted nasal passages, especially if they have a previous history of sinus or ear disease, should not be allowed in the water. If these facts are accepted, and they should be, then the least that may be done is to warn individuals with nose and ear trouble of the danger of diving and swimming.

The fundamental rules which should be followed in order to minimize the danger of ear, nose, sinus and throat infections may be stated as follows:

1—Be sure that your medical examination blank contains questions pertaining to ear, nose, throat and sinus infections?

2—Have your school physician make a careful examination of students subject to these infections and advise them concerning the dangers of swimming and diving. The least that may be done is to show them the danger of submerging the head.

3—"Water-in-the-ear" is an impossible condition in a normal ear. When this condition exists it usually means that the

# ATHLETIC HEADQUARTERS

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external ear is blocked with wax. This condition may be relieved by washing out the wax.

4—Any individual having a "cold" should be advised against going into the water.

5—For bathing purposes the water should be 80 degrees F. If the water is 70 degrees F., then non-swimmers should not be allowed more than twenty minutes in the water. Any person who feels cold twenty minutes after bathing has a poor reaction and his length of time in the water should be shortened. A warm shower is good for a cold body.

6—Under no conditions should boys be allowed to remain in the water for more than thirty minutes. Frequent short

swimming periods are more healthful and stimulating than long periods.

7—A shock to the nervous system in a normal person is stimulating and healthful.

8—Have the city health department analyze the water in the pool weekly.

### *An Explanation*

Perhaps some may wonder what this article has to do with Physical Medicine. Hydrotherapy—treatment by water—is included under physical medicine. The effect of water in the prevention and the treatment of disease is an important part of the studies of all students of this branch of medicine.

When a prominent medical authority was asked for advice on conducting a research project on "The Effects of Swimming on Body Temperature" he wrote as follows: "It would be interesting in your paper to compare a child who has a wet bathing suit on and who is in an indoor pool, where the body is not exposed to the sunshine, to a child covered with a wet blanket, sitting on the stone floor in the cellar. One condition will give the individual a cold almost as quickly as the other." When a medical authority of this type makes such statements, it is time that swimming instructors and coaches investigate the HEALTH VALUES OF SWIMMING.

# The Management of Athletics as Applied to the Student

*By J. B. Buehler*

John Marshall High School, Los Angeles, California

**P**RESENTING a brief and yet a concise summary of the management of athletics in our high school as it directly applies to the student is rather difficult in limited space due to its voluminous nature and many diverting problems. In attempting to cover this topic, I wish to make my remarks in statement and in outline form in order to save space and reading time.

In the management and organization of the physical education department, it must not be forgotten that over twenty printed forms are used to carry out the scheme of recording data. The coach in carrying out his personal record of data keeps a regular bound notebook. This aids him in maintaining a complete and accurate record of minor details in connection with his coaching. His personal data may consist of the quarters in which each player has participated during each game, the change in equipment, the issuing of small items of supplies, and it may contain signals and plays used for the season. Many other items regarding the team may be kept in this notebook.

At the beginning of every season, students interested in a particular sport find their way to an area assigned to that sport. Here each student is met by the coach and here he submits himself to the training by the coach. During the first day or two, uniforms are issued, but only to those students who can fulfill our first requirement. Each student must first obtain permission from his parents as to his right to participate in a particular activity before he will be recognized or given a uniform. This item offers a protection to the school and brings the matter to the attention of

the parents. The permission is recorded on a printed form explaining the situation in detail. Within the next day or two, each student is weighed, measured as to height, and classified and placed in his particular group. Before the first week has passed, all the candidates are given a lecture by the head of the department. An outline of this lecture is presented below.

### *Information to Be Presented to All Candidates Out for Athletics*

- 1—Explanation of C. I. F. eligibility. (California Interscholastic Federation.)
- 2—Five weeks failure notices.
- 3—City requirements.
- 4—Department requirements for students:
  - a—Being given copy of training rules.
  - b—Paying towel service fee.
  - c—Passing doctors' examination.
  - d—Being weighed in and classified.
  - e—Filing of affidavit.
  - f—Filing of parents' consent card.
  - g—Having the merit or citizenship record explained.
- 5—Scholarship record of the season.
- 6—Policy of school regarding citizenship.
- 7—Personal cleanliness regarding dress and appearance.
- 8—Care of uniforms and equipment.
- 9—Conduct upon the field, in dressing room and at other schools.
- 10—Rules regarding management in dressing rooms.
- 11—Filing of needed information.
- 12—Towel, lock, basket and locker service.
- 13—Requirements before participation.
- 14—Requirements to earn a letter after

participation.

- 15—Being careful of accidents.
- 16—Conduct and general atmosphere of the students about the building.
- 17—Paying for lost equipment.
- 18—Policy of administration regarding students out for athletics.
- 19—Schedule of games for the season.
- 20—Watching of bulletin board for notices.
- 21—The reason for athletics in a school.
- 22—Upholding the honor and pride of the school before all personal desires.
- 23—How recommendations for athletic awards are made.
- 24—Unity, pride and loyal support of all the candidates.
- 25—The hope for a successful season.

### *Requirements for Participation in Athletics*

- 1—Eligibility verified as set down in rules and regulations of the California Interscholastic Federation.
- 2—Eligibility verified as to rules and regulations of the Los Angeles School System.
- 3—The names of all candidates submitted and approved by the administration.
- 4—Department requirements:
  - a—Attendance at lecture as given by the notes above.
  - b—Filing of parents' consent card.
  - c—Filing of doctors' examination card.
  - d—Filing of fraternity affidavit.
  - e—Paying of towel service fee.
  - f—Checking of other department delinquencies.
  - g—Being weighed in and classified.
  - h—Having department check citizenship record in office.

### Requirements to Be Met After Participation

- 1—C. I. F. scholarship requirements.
- 2—Los Angeles City Schools requirements.
- 3—Approval of the administration.
- 4—General regulations regarding letters:
  - a—There is no distinction between major and minor sports.
  - b—All letters awarded shall be a full block letter.
  - c—The letter "M" shall be the school letter.
  - d—Letters shall be of royal blue with a powder blue trim.
  - e—The style and shape of the letter shall be uniform and must meet specifications of samples on file in the office.
  - f—The size of letters for Class A teams shall be 6 inches.  
The size of letters for Class B teams shall be 5 inches.  
The size of letters for Class C teams shall be 4 inches.  
The size of letters for Class D teams shall be 3 inches.
  - g—The manager of a sport may have a small "m" on a regular letter for the sport managed.
  - h—Yell leaders may have a three inch letter on a megaphone background, in accordance with sample.
  - i—Stripes on sweaters may be worn only by Class A lettermen. Stripes shall designate the number of years for that particular sport in which the letter is earned.
  - j—Managers and yell leaders are not lettermen and may not wear stripes on sweaters.
- 5—Playing time requirements:
 

*Football and Basketball*—Fifty per cent of the quarters in league games. If a boy plays for any length of time in any quarter he shall be given credit for a quarter.

*Track, Swimming and Gym Clubs*—An average of two points per league dual meet, or any fraction of a point in a league meet or a Southern California meet.

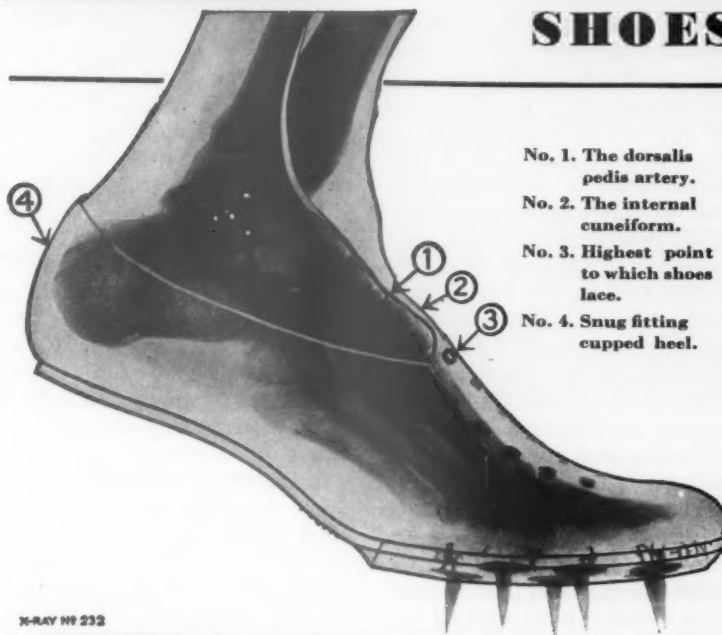
*Baseball*—Fifty per cent of the total innings in league games. Pitchers and catchers, nine innings.

*Tennis and Golf*—Fifty per cent of the league matches.

*Cross-Country*—Five best men to place in league dual meets; or the first five to place in the league meet.
- 6—Payment for lost or stolen articles belonging to the student body or to the board of education.
- 7—Obtaining at the close of the semester a citizenship record of 90.
- 8—Maintaining a scholarship record of at least five points, according to the table given here, and passing in three or more solids.

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- No. 2. The internal cuneiform.
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**2** Metatarsalgia (temporary paralysis of the foot and leg muscles) is avoided by the scientific design that prevents compression of the Dorsalis Pedis artery (No. 1). Ordinary track shoes lace over the internal cuneiform (No. 2) compressing this important artery and restricting circulation. WITCH-ELK track shoes, owing to their scientific design, cannot exert this pressure; therefore cannot impede circulation, deaden nerve reaction or paralyze the feet. They prevent all leg weariness that comes from impeded circulation.

**3** WITCH-ELK track shoes come in a wide variety of styles that provide a scientific shoe for every track event. All spikes are positively guaranteed against breakage.

**4** WITCH-ELK track shoes, by virtue of a special construction, will not pull loose from the soles.

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No. 700. Flawless Yellowback Kangaroo, hand turned, non-stretch track shoe. The lightest featherweight made. Regulation hand forged spikes.

No. 710. Genuine Blueback Kangaroo. Regulation spike, jumping shoe.

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- Grade D, value 1 point
- Grade Inc., value 0 point

- 9—Acceptance of the rules and regulations regarding the wearing of athletic awards at John Marshall High School:
- a—No student shall be allowed to wear a letter not given by the school he now attends.
  - b—Only the official letters may be worn.
  - c—Only the letter of the size earned by the student may be worn.
  - d—Only one letter may be worn on a sweater at any one time.
  - e—Chenille letters may be worn if they are the same size and shape as those granted by the school.
  - f—Letters awarded may be worn only on the official sweaters as agreed upon and adopted by a committee of lettermen and approved by the school.
  - g—No emblems or trinkets of any kind are permitted to be placed upon any letter.
  - h—Requests to purchase chenille letters or sweaters must first be approved by the department of physical education.
  - i—All sweaters and letters must be of the correct shape and color.
  - j—Stripes may be worn for participation in all Class A sports.
  - k—All letters are granted with the understanding that they may be withdrawn at any time for any disloyal act or dishonor brought upon the school. The decision lies with the administration of the school.

The department of physical education recommends candidates for athletic awards

only on the fulfillment of the athletic requirements as recommended by the Los Angeles school system. Further requirements must be met in scholarship and in citizenship and approved by the principal of the school. Awards are granted semi-annually when all candidates and lettermen gather at a dinner. Notable speakers are present. The ideals of a high school boy and those ideals which may be expected of the model letterman are emphasized. All candidates for awards and all lettermen arise and submit themselves in a dignified procedure to the following pledge.

#### *The Lettermen's Pledge*

The letter and emblem of the John Marshall High School is not awarded for physical accomplishment alone, but rather for physical, mental and moral fitness combined in such proportions as to constitute one a leader among his fellows through capacity, achievement and service.

In accepting this honor and responsibility of the letter will you endeavor at all times to exemplify in your life those physical, mental and moral qualities which constitute worthy leadership, and will you serve at all times as a fitting example for your fellows?

*I will.* (Candidate's reply.)

Will you earnestly endeavor never by word or deed to bring reproach or discredit upon the John Marshall High School, but rather will endeavor to add to its prestige and well being, leaving it a better place for your having been here?

*I will.*

Will you further endeavor by all proper means in your power to prevent others from injuring in any way this, our school?

*I will.*

Will you endeavor at all times to treat

those weaker or subordinate to yourself with consideration and helpfulness; those who are your equals or associates with justice and co-operation; and those who are your superiors with honor and obedience?

*I will.*

Will you at all times observe the ethics of good sportsmanship, and serve as a genuinely constructive force for courtesy, co-operation, and observance of law and order?

*I will.*

#### *The Lettermen's Club*

- 1—Composed of Class A lettermen only.
- 2—Meetings are held monthly during the school day.
- 3—Its president must be a senior.
- 4—It sponsors the annual affairs for the awarding of letters to eligible candidates.
- 5—Purpose of its organization:
  - a—To see that the pledge of its organization is carried out.
  - b—To see that the rules and regulations regarding the wearing of letters are met with approval.
  - c—To offer service to all athletic contests.
  - d—To offer service to any student body activity.
  - e—To promote a service project each month.
  - f—To be of service to the administration in supervising the conduct and behavior of its students.
  - g—To uphold the honor and loyalty of the school at all times.
- 6—Membership cards are granted only to those students who have offered their services to the school in a worthy manner and have been in attendance at 75 per cent of the meetings.

## Offsides in the Hot Stove Conference

*By Frank C. Lane*

TO me, football is the one game wherein individualism must be sacrificed to team play for the successful consummation of the sport. Each participant longs for the day when his efforts will be crowned with the public's recognition, and yet some of the game's best players have had to be content with just the awarding of the coveted letter and a fairly prominent place at the annual banquet table.

Why? Well, it so happens that the public's greatest acclaim is saved for the athlete who is always the major object of its attention—the ball-carrier. His long

runs and subsequent touchdowns are made possible usually only through the medium of team play, which calls for good, hard

**THE** author of this article, Frank C. Lane, has for several years officiated football and basketball in the Western Conference, Southern Conference and at various schools from the Atlantic to the Pacific Coasts. While Mr. Lane might be considered one of the younger officials in point of age, still he has had wide experience, and his recounting of humorous incidents in games should elicit amused chuckles from the reader, who may recall similar happenings in undergraduate days.

blocking by his team mates. Yet, who ever heard of the stands getting up on their collective "hind feet" and cheering other than the winded runner with the precious pigskin?

Do you think that, while the autumn air is still reverberating with the sundry raahs for the ball-carrier, there comes to the youths who recklessly threw their bodies in the way of their opponents to make that touchdown possible just a tinge of jealousy?

NO, is the answer! To every player on the scoring side comes the thrill of a duty well performed, and all share in the wave of exultation.



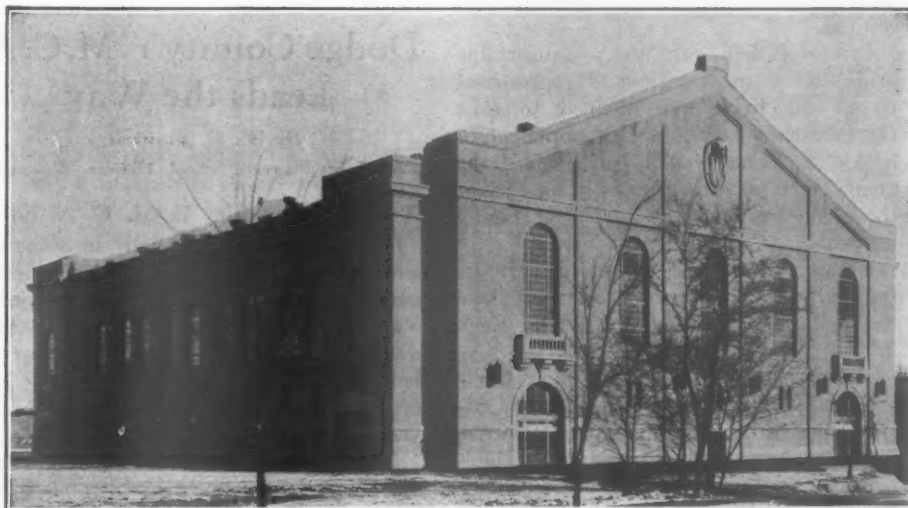
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Bill Fallon, Athletic Trainer at the University of Wisconsin says: "Dr. Meanwell, Coach of Basket-ball at the University of Wisconsin, had the Burdick Quartz Mercury Arc and Zoalite Infra-red Lights installed in our training quarters last season. They proved very valuable aids in maintaining condition in our men and were recommended highly."

(Signed) BILL FALLON

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Coach.....

College.....

City.....State.....

Perhaps, in after years, he who has aided in the making of one of the game's immortals might wistfully sigh over the rather meager scrapbook wherein little more than "Brown, L. G." incorporated in a newspaper line-up is the only monument to his valorous deeds of a certain great day! And that sigh is not one of self-pity. It is just an evidence that Brown, L. G. is living over the great day of vivid memory when dazing contact with the huge, knobby knees of an opponent cleared the path so that a Grange or a Friedmann might burst forth to touchdowns and immortality!

If you think Brown, L. G. has any regrets, just ask him what he'd give to have once more the opportunity of feeling those same hard knees in his ribs while a team mate flashes goalward with the precious oval!

But don't think that memories of THE GAME are all tied up with sighs and unrequited longings for what might have been ———! For many are the humorous incidents that Brown, L. G. will recall and chuckle over. He will, for the nonce, shed some ten or twenty years as the case may be, until he is again living the discomfiture of team mate or opponent when some funny quirk of the game made either its target!

While to me the refereeing of a football game is a most serious trust, still many are the times that the tensivity of a contest will be relieved by some humorous incident.

It is remarkable how quickly twenty-two grim-visaged, straining athletes will react to a funny twist of the game, enjoy a hearty laugh and then, as though they were getting right back into character, assume the same set-jawed expression and proceed with the business at hand—knocking the opponent for a row!

Not so long ago, I was officiating in a high school game wherein my attention was directed to a little chap of about 110 pounds who seemed to be getting quite a bruising from his opponents while valiantly trying to keep them from circling his end.

Down he would go under the onslaught! Back up to his feet he would stagger and wearily assume his position. The little chap's undaunted courage seemed to avail him naught but a bad bruising. The bench, far from the path of the husky opponents, seemed to beckon him as an oasis from this useless punishment!

Finally, I decided he was too weary to continue. At least, I did not want him to stay in the game and suffer needless injury. So I beckoned his coach over to the prostrate form of the game little "rooster."

Bending over him, his young coach asked anxiously, "Are you hurt, Donald?"

"Yes," came the startling reply, "take me out. I'm unconscious!"

Another time, I could not help overhearing the coach of a high school eleven

berating his charges between halves for a rather mediocre showing and imploring them to perform valorous deeds during the closing period of play.

Sweaty, begrimed but healthy Young America sat around sheepishly as the young coach took each in turn and pointed out his shortcomings. Coming to an apple-cheeked, overgrown youngster, who seemed to be enjoying the tirade that was being "poured" on his team mates, the youthful mentor "hopped" on the overgrown one, "Harrison—you're terrible!—you're yellow!—you're—oh, you're a big cream puff!!!"

"Oh, coach, don't say that! You make me hungry!" implored the fat boy.

During a time out in which two hard-scraping rival college elevens were taking advantage of a two minutes' rest period, a husky tackle of one of the teams came up to me to complain of the opposing end's holding. It so happened that the object of the tackle's complaint was endowed with a "schnozzle" that would have made Jimmy Durante turn green with envy.

"Aw, I'm not holding him," defended the accused end.

"Well," replied the complaining tackle, "if he's not holding me, he must be 'hooking' me with that 'eagle beak' of his!" And the battle was on.

Stan Keck, great Princeton tackle, one of old Nassau's immortals, was playing against one of the smaller schools that the Tigers had on their schedule as a breather. It always appears to give the players on the smaller college elevens great personal satisfaction to show up their more prominent opponents, and this game was no exception.

Princeton had run up a comfortable lead on the smaller school's representatives, and Keck was inclined to take things rather easy. Keck's opponent, a husky raw-boned youth, had blocked the great Tiger player successfully on two or three successive plays and was highly jubilant.

Leaning over to Keck patronizingly, he taunted, "Say, young fellow, you'll have to buck up or Princeton will put Keck in!"

Here's one that is told on old "Uncle Charley" Moran when he coached at Centre College. Centre had beaten Harvard, 6 to 0, and was invited to return to Cambridge the following year for a game. The Blue Grass school quickly accepted.

It was this return game between Harvard and Centre that had "Uncle Charley" worried. Harvard's generous hospitality had taken the fight out of the boys from Dixie.

Just before the team started for the stadium, Moran gathered his players around him. "Remember, fellers," he pleaded, "these Harvard men have been mighty fine, and they have treated you royally, but when you step out on that

field this afternoon, just remember that every single one of 'em votes the straight Republican ticket!"

While refereeing a minor college game a couple of seasons ago, I saw this amusing and yet pathetic incident occur.

The ball-carrier had evaded all but the opponent's safety man. Clutching the pigskin jealously, the speeding runner had visions of the coveted touchdown! Past the midfield, past the forty-, the thirty-yard line! Then the twenty-yard stripe, with the safety man in hot pursuit!

One wild leap and clutch! Down to the sod on the fifteen-yard mark came the ball carrier! Not only had the flying tackle deprived him of a touchdown but the entire seat of his pants as well!

Flat on his face lay the felled athlete! A ripple of giggles ran through the stands as the player's exposed condition became apparent to the fans! At my beckoning, out on to the field rushed the player's anxious coach. I met him some distance from the prostrate ball-carrier.

"Is he badly hurt?" nervously queried the coach.

"Yes," I replied, "a pretty bad fracture—of his pants! Get him a blanket quickly," I added.

No blanket was available, but, screened by several team mates, the blushing youth was ushered in the runway of the stadium where he traded what remained of his torn pants for a substitute's nice, new ones.

Going off the field after the game, I heard some one query of the substitute if he had got into the game.

"No," dejectedly replied the poor kid, "but my pants did!"

## Dodge County Y. M. C. A. Leads the Way

By W. R. Bussewitz

Van Brunt Memorial School, Horicon, Wisconsin

WHAT can the Y. M. C. A. do in county work, especially in a county where no large city supports and dominates the work? That has been the problem of the Dodge County Y secretary and directors ever since the Y work started here in 1914. A full time secretary has been on the job continuously for eighteen years.

For years the county Y put on Fathers and Sons banquets in each community, and now other organizations have taken over that function. For several years the Y sponsored a county high school field and track meet, but along came a newly organized conference of high schools—and the Y was out another job. And so it goes. We begin to wonder if the Y is a starter of good things, only to have someone else come on and do the tested good stunts.

There is one activity that County Secretary Sherwood organized nine years ago



that is still recognized as Y work and that is still growing. This is what we here popularly call the "Saturday Afternoon League." It is an organization of all boys interested, ranging in ages from about twelve to seventeen. The high school coach naturally bars his squad members from taking part, as they have enough competition. At first we had one large league in the city, each team consisting of boys big and little. However, experience caused us to make two leagues: Majors of the larger boys and minors of the smaller ones. Thus, every boy who wishes may play a regular game in competition with others of his age and size.

Last winter our city (Horicon: population, 2,100) had ten teams thus organized, each with at least six boys. Bear in mind that these were in addition to the high school squads numbering about thirty men, who did not take part, except as referees and time keepers. Thus, over sixty boys not on the high school squad participated in the great game of basketball, playing a series of games that lasted all winter. These were boys who otherwise would have had no chance to play on a real basketball team.

Experience produced rules. Every boy on a team must be allowed to play a fair share of the game. No substituting from another team is allowed; thus if only four boys of a team appear, they play the game alone. High school squad men do the officiating under supervision of the Y leader. At the end of the season, we take a picture of the champions of each league, and each member of those teams receives one as a souvenir.

Besides giving the Y a fine contact with the boys and thus rendering a service to them, this Saturday Afternoon League has other benefits. It takes the boys off the streets during that half day. It insures each one a bath weekly. It helps materially in developing future school team players. It is not designed for a few chosen athletes, but is for the mass. And how the boys love it! Fair play and clean sportsmanship are stressed.

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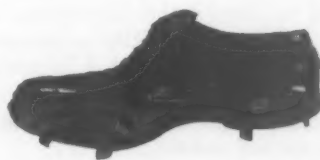


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# Increasing Consistency in Basketball Officiating

By Emil L. Larson  
University of Arizona

and

G. T. Young  
Holbrook High School  
Holbrook, Arizona

**C**ONSISTENCY of officiating is an important item in our athletic contests and especially in basketball. The lack of it becomes a serious matter for both coaches and players. A team may find very lenient officiating in one game; in the next, players may be called very closely for both personal contact and running with the ball. Before the players and the coach can adapt themselves to the changed viewpoint concerning fouls and violations, their morale is shaken and the game probably lost. Every coach may recall experiences that prove the truth of this statement. Lack of consistent officiating adds to the difficulties of his task.

There are two types of inconsistency in officiating. The first is the difference in viewpoint when different officials work in the various games which a team plays during the season. These differences are being reduced each year. Then, too, players and coaches may know what to expect when Mr. X or Mr. Y acts as referee or umpire in games in which they participate.

The second type of inconsistency occurs with the same official in different games, in different halves, or even in different quarters (or lesser periods of time) of the same game. This type of inconsistency is the more serious. It cannot be foreseen by coaches and hence cannot be prepared for. All will agree that any measures that will serve to reduce this second type of inconsistency will be decidedly worth while.

Measures which reduce the first type of inconsistency will also aid basketball as a game. It is quite probable that if we provide means for eliminating the inconsistency in the work of individual officials, differences in the work of two or more officials will also become less.

## *Elements That Affect Consistency*

**T**HERE are various elements that affect both types of consistency, and a recognition of these elements constitutes the first step in solving the problem. Throughout our discussion we shall confine our-

selves to the second type of inconsistency, that based on variations in the work of a single official.

Knowledge of the rules vitally affects the consistency of an official's work. The term knowledge as used here implies understanding, not only of the wording of the rules but also of the various implications and possibilities which are related to it. Holding, charging and running with the ball are examples of rules which are often misunderstood. The pivot is another situation in basketball which may be called as advancing with the ball, unless the official has a clear idea of the pivot after a dribble.

Personal judgment is another factor which influences decisions in basketball. It is related to knowledge of the rules but is even more important. The position of players and officials will determine whether a specific action shall be ruled a foul or a violation, or considered a legal play. It is practically impossible for an official accurately to judge running with the ball if he is behind the player. It becomes evident, then, that a play may look entirely different to a coach on the bench, to officials on the court and to the spectators in the stands. If an official were always in the same relative position with respect to the player and the ball, it is quite possible that the same action would usually be ruled the same way.

There is also the individual viewpoint of the official as an element of judgment. Some officials plan to reduce personal contact to the minimum and call all infractions of the rules promptly; others call only half or less of the infractions, and a rather rough game is the consequence. It is the writers' belief that if infractions of the rules regarding personal contact be called promptly as they occur, a much better game will ensue.

The physical condition and the mental reactions of the official are important elements in fostering consistency. As the relative position of the player and the ball determine how various plays will be ruled, the official should always follow the play very closely. He should be in good

physical health and bring to the game a rested body and an alert mind. No official can expect to work a consistent game if he tires easily and fails to see what is happening during various stages of the play. His poise will be affected if he is not physically efficient. The mental reactions of the official are also important. In basketball, an infraction of the rules should be called the moment it occurs or not at all. The reactions of some men are almost twice as rapid as those of others. Probably some men with good judgment in football may not have the quickness of reaction to do good officiating in basketball. To translate mental reactions into good officiating activities, the basketball referee or umpire should preferably carry his whistle in his mouth rather than in his hand. Good physical conditions, fast and accurate mental reactions, and prompt and rapid physical activities combine to produce a smooth and satisfactory game; lack of any of these elements will result in a slow and unsatisfactory contest.

The attitude and the ambition of an official affect the consistency of his work. The writers have seen several officials work excellent games at times; they have seen these same officials perform in a very listless and indifferent manner in other contests. The excuse offered as justification for this situation was that some of the games were not *very important*. *Every* game that an official works in is important. From the viewpoint of his technique the official cannot afford to "coast" on his past reputation even though he has hundreds of good games to his credit. "An official is only as good as his poorest game" is a statement with considerable truth, if the official's willingness to put forth effort is the determining factor. A referee or umpire who does not always expect to do his best is deliberately inconsistent.

Probably we should suggest that courage and a refusal to be influenced by the remarks of spectators are examples of attitudes in which officials vary considerably. The "homer" (an official who favors the home team) and the "bull-head" (the

official who delights to display his courage by calling fouls more closely on the home team) are out of place in a basketball game. The official who listens for remarks from spectators and asks for advice or opinions from the coaches between halves is lacking in the fundamental requisites of a good official—thorough understanding of the rules and intelligent application of them to the best of his judgment in every game. An official who covets the respect of himself and of his fellows must be consistent in his attitude and his ambition.

#### *Means for Increasing Consistency*

**E**VERY official should realize the extreme importance of consistent officiating whether he works alone or with another official. He will, of course, maintain a high degree of physical efficiency. He will devote his best efforts to each game in which he officiates, or retire from this type of work. He will also seek to enlarge his knowledge and interpretation of the rules and to improve his personal judgment.

The first means toward providing for an increased knowledge and a broadened interpretation of the rules is individual study. It is wise in this type of study to read the rules several times, associating with each one the approved rulings and the interpretations which accompany them. This should be followed by a very thorough-going analysis of the game itself. An official would do well to visualize all the activities of a game from the time he checks the necessary equipment and makes certain the scorers and timers understand their duties until the end of the game when the ball has been returned to the manager or coach of the home team. He should think through the various necessary duties he must perform: tossing the ball up at center and elsewhere, ruling on out-of-bounds plays, calling fouls, granting time out, recognizing substitutes, checking scores (especially in case of disagreement) and probably sending some players from the game for four personal fouls. Some prevision will make for smoother and more effective performance of these various acts. The study of such a book as *Basketball Play Situations* arranged by H. V. Porter under authorization of the National Federation of State High School Athletic Associations, and the accompanying examination set, will prove a great help in visualizing situations which are likely to occur in various games. The interpretation of rules, as published in the *ATHLETIC JOURNAL*, should prove of considerable aid.

To insure that knowledge of the rules will develop into real understanding, it is essential that much thought accompany such study as is made. It would be well for all officials, but especially for young and inexperienced ones, to think through

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the rules rather clearly, see why they were provided and note what their effect is on the game in general. Without such study there is great danger that the official may become a mere whistle-blower, more interested in technicalities than in the good of the game.

Ideally, an official should have had both playing and coaching experience. He should develop familiarity with various systems of offense and defense through observation and some study of several of the good books on basketball which have been prepared by successful coaches. The articles in various athletic journals will also prove of assistance. The broadened understanding which accrues from such study will result in better judgment in the conduct of games, which is what an official is employed for. Enlarged perspective, improved attitude and more efficient officiating are desirable accompaniments of the individual study which is here outlined.

Careful and thorough individual study of the rules should be supplemented by group study and discussion. An official, especially if he be young and relatively inexperienced, should without fail affiliate with a local officials' association. An older and more experienced official should also affiliate—partly because of the benefit he will derive and partly because of the help he may give to others. Membership in these local associations is open to officials, coaches and sports writers. The knowledge of an official will be enriched and his efficiency increased as a result of the group study and discussion which is provided by an officials' association.

The methods of conducting these officials' associations vary. The usual plan is to devote the early meetings to a discussion and interpretation of the rules. Demonstrations of difficult situations are made. The pivot, the dribble, blocking, charging, running with the ball and holding receive considerable attention. Moving pictures of plays are coming into use in some quarters. Examinations on the rules, usually of the objective type, are also given. As the season progresses and games are played, later meetings are devoted to questions and criticisms of situations and rulings in the games which concern the officials and coaches. In these meetings, the officials are often allowed to speak first and are given opportunity to explain or defend their decisions.

These group meetings do much to minimize and remove the possibilities of inconsistency. They aid the various officials to arrive at uniformity of interpretation and they encourage high ideals of endeavor and performance. These meetings develop among the coaches somewhat identical standards of judgment. The idea is also emphasized that various situations of a game assume entirely different aspects when viewed from the angle of

the coach on the bench or the official on the court.

Sometimes differences of opinion develop with respect to the way a game should be conducted. All will agree that out-of-bounds decisions should be made promptly and decisively, that fouls should be called in a positive manner and that every effort should be made to have a game proceed in a smooth and rapid manner. All coaches will agree that the manner of the official should be friendly and should contribute to the morale of players. An antagonistic or vacillating official will interfere with the smooth functioning of a team. However, coaches and officials may disagree as to how closely personal contact and running with the ball shall be ruled. Should a personal foul be called on a player who plays up close to an opponent, overbalances and crowds him to the floor? Should a player in the back court be called for traveling if he takes more than two steps before passing the ball? These and other similar questions arise. The writers believe that a close literal interpretation and application of the rules will make for greater care on the part of players, a higher degree of consistency among officials and more satisfaction among all. A game based on a loose interpretation and application of the various rules paves the way for inconsistency, rough play and hard feeling.

Aside from individual and group study, discussion and interpretation of the rules, the possibility of encouraging more consistent officiating by employing rating schemes should be considered. A recent study which is based on reports from forty-eight states indicates that twenty-six of them have some definite plan of rating, approving or employing officials for high school athletic contests. Of these, seventeen states have some definite plan of rating officials. The most common method of administration is through a state high school athletic association. A dozen officials' associations employ some plan for rating officials. Most of these plans are not very elaborate, due very largely to lack of funds to finance a well-organized and properly administered plan. However, this does not detract from the validity of the idea.

A good plan of rating should lead to the improvement of officials by emphasizing the things which are commendable and indicating the especial defects which need correction. An official may do good work in general but have some weakness or idiosyncrasy which militates against his effectiveness. Consequently, a good rating plan should not assign to an official a mark of 1, 2, 3 or 4 based on general impression. Instead, ratings should be made after a thorough and detailed analysis of the proper actions of an official. Such a plan should lead to continuous improvement of an official by indicating his strong

and his weak points. This implies that the weaknesses of an official as revealed by the ratings made by various coaches should be made known to him. It should also encourage fairer judgment of an official's work by coaches, because such judgment is based on a number of important elements rather than on some single element which a critic may especially emphasize.

There are three possibilities of providing for detailed study and ratings of an official's work as are here suggested. One is to use a general rating card with no detailed instructions but to accompany the same with a detailed manual of instructions which will indicate to coaches and officials the desirable and undesirable activities of officials. A second plan is to provide a detailed score card of several pages in which all the activities of an official are indicated with a score value for each activity, the sum of all the scores totaling 1000. A third possibility is to provide a composite score card with the most important activities of an official indicated. Some of these indicated essentials are knowledge of the rules, conduct of the game, attitude toward players, mental reactions, physical performance and professional attitude. Each of these items is defined in a brief paragraph on the obverse side of the card. Practices in various states, the opinions of coaches and the statements of school administrators indicate this to be the most feasible plan and the one most likely to be used in actual practice. Some central agency is necessary to tabulate the ratings and perform the other duties incident to securing the best results from their use. An official should rate himself by using the same measures as coaches and administrators employ.

An illustration of the detailed score card is given on page 43. While too cumbersome for general use, it may have some values in self-analysis and rating of an official's own work.

### Summary

CONSISTENCY in the work of all officials is essential for the benefit of players and coaches. Any measures which tend to increase such consistency will help basketball as a sport. An analysis of the causes which affect consistency indicates that understanding of the game and its rules, physical condition, personal judgment and the personal attitude and ambition of individual officials are important factors. Attention on the part of the official to physical condition and personal attitude, individual and group study of the rules, and the use of definite rating cards by both officials and the people in charge of athletics should tend to eliminate or at least largely decrease the inconsistency which prevails at present.



## A Score Card for Basketball Officials (Tentative Form)

To what extent is ..... a good official because of defensible actions in:

	Possible Score	Score of This Official		Possible Score	Score of This Official
<b>I. PRELIMINARY CORRESPONDENCE AND ACTIVITIES.....</b>			<b>15. He is correct and consistent in his interpretation and application of all rules but especially in regard to:</b>		
1. His letters of application are brief, definite and understandable.....	100		Holding.....	50	
2. He accepts or rejects offers of dates promptly and unequivocally.....	10		Blocking.....	50	
3. He verifies engagements for games three or more days before the date of the contest.....	20		Pushing.....	50	
4. He arrives at the gymnasium at least thirty minutes before the scheduled game time and is dressed fifteen minutes before time to begin.....	10		Charging.....	50	
5. He checks necessary equipment—ball, court, watch, score book, timers' and scorers' signals.....	10		Other personal contact.....	50	
6. He makes certain that scorers and timers are clear with respect to the optimum performance of their duties and arranges for any necessary signals.....	20		Dribbling.....	50	
7. He speaks to the coaches and arranges to meet the opposing captains.....	10		Running with the ball.....	50	
8. He arranges with the minimum friction to start the game at the time scheduled.....	10		Conduct of free throws.....	50	
<b>II. CONDUCT OF THE GAME.....</b>	750		16. He indicates clearly to which team a time out shall be charged.....	10	
1. He tosses the ball uniformly to a height greater than any two opposing players can jump.....	10		17. He sees that play begins properly and promptly at the end of each time out period.....	10	
2. He calls violations and infractions of the rules promptly as they occur.....	10		18. He sees to it that the teams are properly informed between halves and ready to play at the time set.....	20	
3. He indicates definitely and courteously the player committing a foul.....	20		19. He makes certain that there is agreement between scorers and timers and in case of disagreement provides for settlement.....	20	
4. He indicates clearly the player who is to attempt the free throw and places the ball on the free throw line.....	10		20. In case of a tie score he provides efficiently for extra period play.....	20	
5. He makes prompt and definite decisions on out-of-bounds plays.....	10		21. He turns the ball and any other equipment for which he is responsible over to the proper authorities at the close of the game.....	10	
6. He sees that the ball is readily available and is played in promptly from out of bounds.....	10		22. He co-operates willingly and effectively with the umpire or second referee.....	30	
7. On held ball he sees that play is resumed with the minimum of delay.....	20		<b>III. ETHICAL CONSIDERATIONS.....</b>	150	
8. He gets back to the center after scoring plays so that there is no delay of the game.....	20		1. He makes no adverse comments on players to representatives of the press.....	10	
9. He moves around the floor in such manner that he keeps out of the way of the various plays.....	20		2. He does not discuss the style of plays of any team with other coaches and players.....	10	
10. He answers essential questions of captains briefly and courteously.....	10		3. He refuses to comment adversely on the work of other officials.....	10	
11. He takes a friendly and encouraging attitude toward players and at the same time controls their speech and actions.....	30		4. He takes an impersonal attitude toward his own work and offers no apology for errors.....	20	
12. He assumes a proper attitude toward coaches and spectators and has proper perspective concerning his own part in the game.....	30		5. He affiliates with local and national officials' associations and contributes to their work whenever possible.....	10	
13. He displays poise in any difficult situations that arise.....	20		6. He co-operates with local, sectional and state athletic associations in the furtherance of their program.....	20	
14. He is not influenced by the remarks of spectators.....	10		7. He employs all possible standards for measuring the efficiency of his own work and uses all available means to improve it.....	20	
			8. He considers each game a challenge to his best efforts and does not depend on past achievements to carry him through.....	20	
			9. He is scrupulously honest in reporting expenses.....	10	
			10. His appearance and conduct both on and off the floor are such that they reflect credit on athletics in general and on basketball in particular.....	20	
			<b>TOTALS.....</b>	1000	

# Standardizing the Playing Court

**By N. O. Schneider**  
Director of Athletics  
Teachers College High School  
Cedar Falls, Iowa

THE game of basketball has in the last few years grown to immense proportions in popularity and in numbers participating. If any individual would have dared a few years ago to make a prediction that the game would become as popular

as it is at present that individual would no doubt have been accused of Utopian dreaming.

In the writer's estimation, basketball can become even more popular in high school competition than it is at present

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could we but attain the ideal in the way of standardized playing courts for interscholastic contests.

The official basketball rules contain recommendations for the maximum and minimum sizes for playing courts and also ideal dimensions for various age groups. But how many school officials planning a gymnasium or new school building keep this item in mind? The present recommendations call for a playing court for elementary school age of 40 feet by 60 feet; for high school age, 48 feet by 75 feet; and for college age, 48 feet by 84 feet. The rules also call for a maximum sized court of 50 feet by 94 feet and a minimum sized court of 35 feet by 60 feet.

It is not necessary to go into detail here to discuss the disadvantages of playing on various sized courts, for it is obvious that a team accustomed to playing on a small court is greatly handicapped when meeting an opponent on a much larger sized playing area. The same principle holds true when teams accustomed to large courts are forced to play in so-called "cracker box" gymnasiums. These handicaps are even more greatly accentuated when the height of the ceiling is but a few feet above the backboards. These enforced adjustments call for a complete change of style of offense and defense for many teams and these adjustments cannot be readily made without hampering a team's normal efficiency.

The writer is firm in the belief that the ideal sized playing court for boys of high

school age is one of 48 feet by 75 feet, with 10 feet of clearance all around the court and with a ceiling clearance of at least 20 feet, free from all hanging apparatus. We have a standard size for our football fields, our baseball diamonds, our tennis courts, our tracks and other sports areas; so why not for basketball, a game in which the differences in playing areas affects teams to a greater extent in the winning or losing of games than possibly in any other sport? In order to have the outcome of a game actually decided on the superiority of one team over another, the artificial differences should be eliminated as nearly as is possible.

It may seem at first thought a futile effort to hope and expect that with the many small, undersized, low-ceiled gymnasiums already in existence much progress toward standardization can be accomplished, but the outlook is not so dismal as may at first appear. Progress toward better accommodations for athletic activities has been made in the last decade in many high schools. This is true even of high schools of small enrollment. Even greater progress may be expected within the next decade. Superintendents, school officials, school boards and even the lay public are becoming health conscious, physical education conscious and sports conscious; and, with this awakened consciousness, they are realizing the value of ideal areas for play and sports activities. They are realizing the value of the contributions these programs, which include the virile

game of basketball, when played under ideal conditions and surroundings can and do contribute to a well-rounded and happy, satisfied young manhood.

Education and enlightenment give the answer for the fulfillment of the needs of standard sized basketball courts. We who are directly concerned with this important game of our athletic and physical education program, we who are officials, coaches and school directors, can do much to enlighten those who are less informed on this need. By continual, forceful emphasis on the need for such arrangements, we can surely "sell" the idea of the standardized basketball court till it becomes a reality in every community that boasts a high school, or that has a representative varsity team.

The final step, in the writer's estimation, is to include in the official basketball rules the actual required standard sized court for all interscholastic contests. But this plan is at present premature. It is really putting the cart before the horse. But it may be a possibility in the not too distant future that such a rule may be written into the books and accepted by all schools that carry on a program of interscholastic competition in basketball, just the same as accepting a standard size for football fields and other sports. In building for the future, school officials should be so far-sighted and broad-visioned that they may plan for the standard sized basketball court.

## Helps and Hints

*Continued from page 21*

perienced squad can handle some of its strongest opponents early in the season, although the coach should avoid bringing his team to the peak of efficiency for the first two games when possible.

The size of the squad also must be considered in making the schedule. A small football squad, in which twelve or fifteen boys carry the weight of the work, should not be expected to carry on through a ten game schedule against strong opponents. As a usual thing, eight or nine games are enough for any high school football team to play. If the squad is small, the hard game should be "sandwiched" between weaker opponents. A team which plays four teams of a strength equal or superior to its own may give a good account of itself or two or even three games, but later there is almost certain to be a let down, or an unexpectedly large score run up against it. It is true that a team is no better than its schedule, but on the other hand it is easy to give the team a schedule that is too good for the material at hand.

So long as our athletic programs depend upon gate receipts for their financial up-keep, then just so long will the financial side of schedule making be of major importance. Traditional or natural rivals should be, and are, given the best dates so far as finances are concerned. It might be said that these games make the gate receipts of any date the best. It is well to include a football game with a team of a strength equal to your own as part of a celebration or program in the city. Homecoming and Dad's Day programs are examples of this idea. A careful check should be made on the returns from games with all schools, and the ones that always show a loss financially should be dropped from the schedule if a suitable opponent can be found that will draw larger crowds.

The football schedule should be made out, officials selected and approved, and contracts filled before the spring term of school is out. At all times, it is a matter of courtesy and good business for coaches or athletic directors to answer letters and return contracts promptly. If these de-

tails are attended to and the items discussed above given careful thought, schedule making may become a means of improving the football season from year to year.

### Dual Learning in Football

*By H. Willard Johnson*

*Hillsborough High School, Tampa, Florida*

SOME time ago there appeared in the *ATHLETIC JOURNAL* an article stressing the planning of practice sessions. There is no doubt that with the wide and almost equal dissemination of football knowledge today, through the medium of the many excellent coaches' schools, the factor most responsible for the difference in coaching success is the judging of values and the judicious use of practice time (outside, of course, of the uncontrollable factor of material).

I shall attempt to go even beyond the writer of the article mentioned. I shall

venture to say that a coach may well enhance his conservation of time by scheduling his practice routine beforehand, and even by carefully planning the *very words* he is to use in his instruction. In squads like ours, in which the coach has an abundance of material but a minimum of help, it is especially essential so to plan.

In the drilling for form in so basic a fundamental as tackling, we concentrate, as we go through the initial demonstrations, on certain carefully explained, vigorous and meaningful words. (1) EYES! (2) SHOCK!—CLAMP! (3) DIG! These words illustrate vividly the essential phases of the form.

After careful preliminary demonstrations, these words become increasingly meaningful, exacting and stimulating as the form is practiced, slowly at first, in pairs. One boy, the "dummy," calls out the words sharply as the other simulates the form. The latter increases his speed and force as he gains confidence. We have found that by using this dual method of learning—the *audible* as well as the *visual*—the boys pick up the correct form several times more rapidly.

A second highly desirable result of this method is that, by constant repetition, these same words, carried through the early stages and into each dummy session, will be drilled so deeply into the subconscious minds of the players that they will hear them reverberate time and again through their minds as they tackle or block in actual scrimmage and games. The result of our drill is a continual subconscious emphasis on form.

A few other fundamentals may be word-drilled as follows:

*The Open Field Block:*

- 1—EYES! (On the spot to be struck.)
- 2—WHIP! (The whip by the inside leg, hip and body, with *real force*.)
- 3—SMOTHER! (The roll through, flattening opponent on the ground.)

*The Straight Shoulder Block.*

- 1—EYES! (On the spot to be hit.)
- 2—SHOCK! (Getting contact in the proper place and with proper force.)
- 3—DRIVE! (or DIG!) (The follow-up.)

Note the emphasis on EYES in the above three drills on fundamentals. This should prevent bad habits of lunging and "hope" tackles and blocks caused by dropping of the eyes, a common fault, even in many otherwise good players. The "bull neck" is essential in these drills.

*Defensive Line Play—Double Co-ordination: One Against Two.*

- 1—HANDS! (The Double Stiffarm, "Forearm Shiver," etc.)
- 2—TWIST!—SQUIRM! (Immediately following up the first advantage.)
- 3—FEET! (How many otherwise promising linemen forget these useful articles, and remain "rooted to the ground" after their initial movement!)

In conclusion: Most boys learn, I think, by *seeing*. A few simple, well

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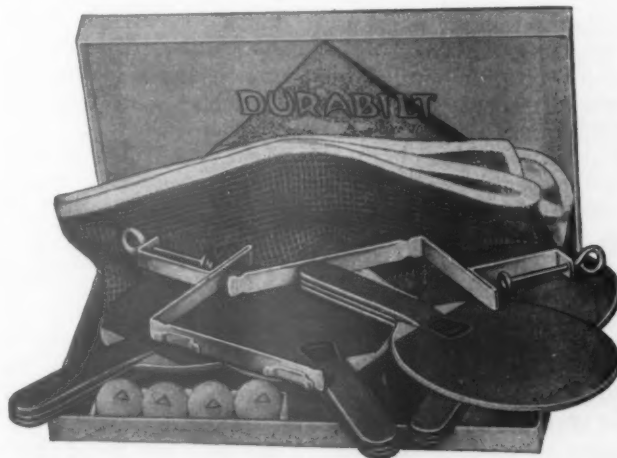
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chosen words that will catch their fancy and imprint themselves on their subconscious minds through much repetition will give them the double-barrelled advantage of learning also by *hearing*.

## Handling the Ball

By J. H. Pittard

Gainesville, Georgia, High School

I HAVE found that probably the greatest difference which exists among high school football teams in my section, North-east Georgia, is in the way they handle the ball. The players of the different teams that compose the conference to which my team belongs compare very well in size, weight, experience and all other requirements. The coaches are usually men with the same experience and capabilities. The schools have approximately the same number of boys from which to select teams; practically the same amount and quality of equipment. It has been my experience and observation that the teams which handle the ball best are invariably the winners.

Therefore we give a great deal of time to this phase of our practice. We have a set program to which we strictly adhere every day of practice; even the day before we play a game. We first have all centers and backs report to a convenient part of the practice field. We let the center who will probably start the next game work with the backs who will probably start. Other sets of centers and backs are lined up, ready to run the same play as soon as the preceding team is out of the way. These sets of players work this way, over and over again, until they have run through all their plays. When a ball is handled poorly, the same backs run that particular play five times in succession, with other players looking on. I find that this practice puts a premium on handling the ball cleanly and cultivates in each player a desire always to have in mind this thought: "The first thing I am to do is handle the ball correctly."

When we have gone through all running plays we call the ends, have them take their regular places and go down for passes. We find that this form of practice is really better in teaching boys to handle the ball than to have them line up and go down one after the other. At the same time a boy is learning to handle the ball, he is naturally learning other assignments on every particular play.

The linemen are given an exercise every day in recovering fumbles and intercepting passes. I am of the opinion that it is this stress put upon handling the ball cleanly that makes out of a boy what we sometimes call a "ball hawk."

I have reduced fumbling on my team a great deal in the last few years and I attribute this improvement to the stress we place upon clean handling of the ball in practice.

Certainly, any coach will tell you that a fumble is the most costly of all errors that a player can make. If we attribute such tremendous importance to fumbling, why not place great value on a practice that will tend to prevent it?

When your team has learned to handle the ball cleanly and with confidence, your offensive formations will all be strengthened and you will probably not have to say after some important game, "If So-and-So had not fumbled we probably would have won," or "If he had only been able to hold on to that pass, what a difference there would have been in the score of that game!"

Boys deserve all the practice possible in any phase of the game that tends to correct or prevent an error that makes out of them a so-called goat among the drug store coaches and others who would bring humiliation on an innocent and hard working boy. Because of unjust criticisms, ambition has been lost in boys who probably would have gone on to successful athletic careers and other vocations in life had they not made slight errors and had to suffer the consequences.

## Touch Football for Junior High Schools

By D. Carlyle Huskey

Mulberry, Florida, City Schools

TOUCH football was introduced as a competitive sport into the Polk County Junior High School Athletic Association this past football season and I think merits the consideration of all Junior high school coaches and physical education teachers.

Touch football is football without personal contact, and requires no equipment except a football and a football field.

The game has proved popular among the junior high schools and also among the older boys. In fact, we find that the members of our varsity football squad take a great delight in the game, playing it whenever they can find time to do so.

We have also found that this game develops in the younger boys the ability to handle a football, particularly in regard to passing, pass receiving and kicking. We have noticed the improvement in some of our varsity football players in regard to the ability to pick out a man from the crowd and make an accurate pass for a nice gain.

The game also helps to develop in the younger boys the co-ordination which is so helpful in a later athletic career. The game is fast and may be just as exciting as a real football game with, of course, the exception of the personal contact, which to some people is the major attraction of the game.

The rules for touch football as adopted by the Polk County conference follow in detail.

In the game of touch football, the rules for regular football will govern, with the following exceptions.

- 1—There shall be no tackling or blocking. Penalty: 10 yards from the spot of foul.
- 2—Teams will be given four downs to make 20 yards.
- 3—Defensive players shall line up 5 yards from the line of scrimmage, except when the offensive team has possession of the ball on the defensive team's 3-yard line or less. Then the defensive team shall line up on the goal line.
- 4—Teams will consist of seven players each.  
(Any number of players may be used in physical education classes.)
- 5—Offensive teams must have at least three players on the line of scrimmage.
- 6—Teams may pass from any point back of the line of scrimmage.
- 7—Only one forward pass may be thrown on one down; any number of backward or lateral passes may be thrown.
- 8—Each member of a team is eligible to receive a pass.
- 9—Games shall consist of 12-minute halves, with 3 minutes rest between halves. (Quarters may be used. These may be 6 minutes in length, with 2 minutes between; 5 minutes between halves for smaller boys.)
- 10—The officials shall be a referee and a head linesman. The head linesman shall keep a record of the number of first downs made by each team, in addition to watching for off-sides. Either of the two officials may keep time, or a third official designated to keep time may be used.
- 11—No spiked shoes shall be used (baseball or track). Tennis shoes or football shoes are suggested.
- 12—The ball shall be declared dead when any part of the offensive player in possession of the ball is touched by a defensive player.
- 13—There shall be no penalty for incompleting passes.
- 14—Time out will be limited to one minute.
- 15—In case of a tie game by score, the team having made the greatest number of first downs shall be declared winner by the referee, the score being the number of first downs made by the two teams. If the numbers of first downs, as well as the score, are equal the game shall remain a tie.
- 16—In case of any question not covered by the rules for football, or the above exceptions, the referee shall make a decision, trying to give both sides a fair deal.

## Preparing the Team for the Tournament Season

*Continued from page 15*

this often means victory or defeat. I know it is hard for a high school coach to watch his men closely as to sleep, diet and tobacco; but I have found it useful to put the players on their honor and show to them what a championship means. By examining the players at least once a week, the coach may check their physical condition closely, and by doing this may oftentimes prevent a player or team from going stale. Once signs of staleness are shown, the best thing to do is ease up on the practice, and sometimes it is best to cut out some practice sessions altogether.

Stern discipline with the squad has always proved successful, as most boys would rather have anything happen to them than to be told to hand in their suits. Many a coach of a small high school does not like to enforce discipline, as by losing a star he thinks he will weaken his team. I question this, as a star who is sulky and does not like to be told anything is detrimental to a squad and many times interferes with the smooth teamwork which is necessary to a winning team.

To be ready for a tournament, players must have a thorough understanding of the rules. Every coach should set aside some of his time for drilling his players on the rules and then testing them. This is best done at the beginning of the season.

Fundamentals are very essential, and much time should be put upon them. Show the players the pivots and the importance of them. Spend much time on shooting and passing. Show the players what pass they should use under different circumstances. I have always believed in the short, snappy, chest pass which is always effective and hard to intercept. A great deal of time should be spent upon guarding and upon practice in the way to stop two men. Feinting and dribbling are also important, and the men should be taught when and where to use them. Most high school boys want to scrimmage at the start of the season. The coach should not allow this, but should insist that all players master the fundamentals first and then slowly work up to the first scrimmage, which should not be long.

After the first few scrimmages have given the coach a definite idea of his lineup, it is then time to give the team plays. Give one play at a time. Wait until it is thoroughly mastered before giving others. Much drill should be given on the timing of plays, as that, along with fine teamwork, is what makes them successful.

All defenses should be taught to the team. The time to use them against a certain offense should also be explained. I have always found the five-man, man-to-man defense the best to use, especially

if I have a fast team. By knowing the defense to use against any offense a team is well prepared for tournament play.

On offense the team should also be prepared to break through any defense, and in this the slow-break and screen are very valuable. By having a varied offense, a team can change its style quickly, and if nothing is known about the opponents' style of play it is not necessary for the coach to wait until the half is over or to send in a substitute to tell what is to be done. I have always been in favor of a fast, quick moving, smashing offense rather than the slow delayed offense.

I have always insisted upon having a good supply of reserve material on hand, especially during a tournament in which the games come close together. If my team has a comfortable lead, I may then substitute a new team, thereby giving my regulars as much rest as possible; and also giving needed experience to my younger players. When a regular is tiring, which slows up a team, I have always found it good practice to put in a strong, fresh substitute, which many times puts more speed into the team, although the substitute may not be so good as the regular.

It is also good to have a line beforehand on the opponents and to know their style of play, strong points and weaknesses. Many teams, if they know an opponent's weakness will work it to death, thereby giving the other team a chance to plug up the hole. My theory is not to work the weakness too much during the beginning of the game, but to wait until well into the second half and then play it strong.

Insist on speed, as a fast team has a great advantage, especially since the new rules have been adopted. Now that the three second rule for the pivot man in the free throw lane is in use, players should be taught to break fast by the pivot man. Of course, if we put our pivot man outside the free throw area, the three second rule does not apply.

In closing, I want to stress the point that physical condition and a high degree of efficiency in the fundamentals are the greatest factors for successfully bringing a team through a hard tournament in which all teams are evenly matched.

*THE coaches whose articles appear here won the 1932 interscholastic tournaments in their respective states. Their methods as explained in these articles should be of interest and assistance to all coaches who contemplate entering their teams in approaching tournaments. The school mentioned below the coach's name is in each instance that which won the 1932 state basketball championship.*

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